DOCUMENT RESUME

ED 235 352 CE 037 163

TITLE	Child Guidance for Child Caregivers: Instructor's Guide.
INSTITUTION	Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	Jun 83
NOTE	199p.; For a related document, see CE 037 164.
AVAILABLE FROM	Home Economics Curriculum Center, Box 4067, Texas Tech University, Lubbock, TX 79409.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Annotated Bibliographies; Behavior Change; *Behavior Development; *Behavior Modification; Behavior Problems; *Child Caregivers; *Child Development; Childhood Needs; *Day Care; Day Care Centers; Infant Behavior; Learning Activities; Lesson Plans; Postsecondary Education; Student Evaluation; *Teaching Methods; Test Items; Transparencies; Units of Study; Vocabulary; Young Children

ABSTRACT

This instructor guide is designed for use by postsecondary child development instructors in courses that have both lecture and laboratory sections. The guide is organized into five units covering the following subject matter: foundations and assumptions about child caregiving, development of young children, indirect guidance of children's activities through manipulation of the physical environment, direct guidance of children's behavior, and strategies for promoting desirable behavior in children and coping with undesirable behavior. At the beginning of each unit, performance objectives and references are listed. Suggested classroom learning experiences provide instructors with teaching strategies to help students achieve the objectives. The unit test includes multiple-choice and essay questions. Transparency and handout masters, which follow the last unit, may be reproduced as needed for classroom use. The instructor guide also contains a glossary, glossary test, answer keys, and annotated bibliography. (KC)

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Child Guidance for Child Caregivers: Instructor's Guide

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Acknowledgments

These materials were developed through funding from the Department of Occupational Education and Technology, Texas Education Agency, Austin, Texas under Subpart 3, Program Improvement, of Public Law 94-482, and in cooperation with the College of Home Economics, Texas Tech University, Lubbock, Texas. The Research Coordinating Unit, Texas Education Agency, coordinates all program improvement activities.

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was instrumental in developing the copy
for this publication.

Table of Contents

		Page
Acknowledgments		iii
Introduction		1
Guidelines for Evaluating Students		5
Unit I:	**Foundations and Assumptions**	
	Performance Objectives	7
	References	8
	Suggested Classroom Experiences	9
	Unit Test	13
Unit II:	**Developmental Factors**	
	Performance Objectives	17
	References	18
	Suggested Classroom Experiences	19
	Unit Test	29
Unit III:	**Indirect Guidance**	
	Performance Objectives	33
	References	35
	Suggested Classroom Experiences	37
	Unit Test	49
Unit IV:	**Direct Guidance**	
	Performance Objectives	53
	References	54
	Suggested Classroom Experiences	55
	Unit Test	67
Unit V:	**Strategies**	
	Performance Objectives	73
	References	74
	Suggested Classroom Experiences	77
	Unit Test	93
Transparency Masters		99
Handout Masters		131
Glossary of Terms		
	Terms and Definitions	173
	Glossary Test	175
Answer Keys		179
Bibliography		
	Books	183
	Audiovisuals	189
Publishers and Audiovisuals List		192

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Introduction

Child Guidance for Child Caregivers[1] is designed for use by post-secondary child development instructors. The *Instructor's Guide* and *Student Laboratory Manual* are valuable tools for instructors of courses on child guidance in a child care setting. The materials are most effective in courses which have both a lecture and laboratory (lab).

Carefully selected textbooks and access to a quality child care center are essential for effective utilization of the materials. The materials coordinate effectively with most textbooks on child guidance. (See the Bibliography for possible textbooks.) To receive maximum benefit from the lab experiences in the *Student Laboratory Manual*, students must be able to both observe children and participate in their care. Centers selected for student use should meet or exceed state licensing standards. Be sure to familiarize your students with the state licensing standards related to child guidance for your state. Impress upon them the importance of carefully following the guidelines.

Descriptions of the organization of the *Instructor's Guide* and *Student Laboratory Manual*, suggestions on how to use the materials, and guidelines on coordinating student lab work are summarized below.

ORGANIZATION OF THE INSTRUCTOR'S GUIDE

The *Instructor's Guide* is organized into five units. At the beginning of each unit Performance Objectives and References are listed. Suggested Classroom Learning Experiences provide instructors with teaching strategies to help students achieve the objectives. The Unit Test includes multiple-choice and essay questions. Transparency and Handout Masters, which follow Unit V, may be reproduced as needed for classroom use. Transparencies begin on page 99 and Handouts on page 131. The *Instructor's Guide* also contains a Glossary, Glossary Test, Answer Keys, and Bibliography. The annotated Bibliography at the back of the guide includes all references noted in the units. Materials which are recommended for student use have notations on reading level and evidence of sex bias.

[1]The term *child caregiver* as used in this manual refers to any individual, regardless of job title, who has responsibility for the direct care of children in a group child care setting.

ORGANIZATION OF THE STUDENT LABORATORY MANUAL

The *Student Laboratory Manual* is designed as a laboratory experience guide and workbook, written at a tenth-grade reading level. The format permits students to answer questions and make notes directly in the manual. Instructors should become thoroughly acquainted with the content of the student manual in order to work effectively with students in planning their lab experiences.

The student manual is organized into five units which correspond with the units in the *Instructor's Guide.* Each unit begins with Performance Objectives. The objectives correspond with the unit objectives in the *Instructor's Guide.* The Overview introduces basic concepts related to the unit topic. Suggested readings for in-depth study are given at the end of the Overview.

Lab experiences in each unit include both observation and participation assignments. The learning objectives for each experience will help students achieve one or more of the Performance Objectives. Participation Evaluation forms are included for the instructor's use in evaluating a student's performance. Other components of the *Student Laboratory Manual* include Guidelines for Successful Lab Experiences, Glossary, and Bibliography.

USING THE MATERIALS

The *Instructor's Guide* can assist instructors in providing learning experiences for students in the classroom. Postsecondary students are characterized by a wide range of ages, educational backgrounds, work experiences, academic abilities, and reading levels. Instructors should keep these characteristics in mind when selecting teaching strategies from the *Instructor's Guide.* Teaching strategies include group discussions, posters, charts, games, lectures, role playing, felt boards, and others. Reading materials provided for students should accommodate various reading abilities.

An important point to remember about the *Instructor's Guide* and the *Student Laboratory Manual* is that they are not self-contained. To prepare for classes, instructors will need to refer to the references listed at the beginning of each unit. Students must study additional references in-depth in order to achieve the objectives. The instructor should assign appropriate readings for each unit topic. Assignments might be made from the references suggested at the end of the Overview or from other references selected by the instructor.

The instructor should prepare the overall course outline before the class meets at the beginning of the semester or quarter. The units may be covered in any order. The instructor can vary the number of classes devoted to each unit depending on the instructor's preferences and the amount of time available.

GUIDELINES ON COORDINATING STUDENT LAB ASSIGNMENTS

Coordination of students' lab experiences is a challenging task for the instructor. Although post-secondary programs vary in their arrangements for student laboratory experiences, the following general guidelines should be helpful.

Several lab experiences are suggested in each unit of the *Student Laboratory Manual.* The instructor and student can decide which activities are most appropriate for that student. Some students may be able to complete all of the lab experiences. Other students may be able to complete only a limited number. Both the number of lab hours required for the course and students' abilities influence the number of experiences assigned.

Observation experiences can be scheduled at almost any time if the child care center has an observation booth. If there is no observation booth, no more than two students should be permitted to observe in each room at one time.

Participation experiences are more difficult to schedule than observation experiences. The instructor should remind students that regular daily routines of the children should not be disrupted. Students must plan their participation activities according to the general pattern of activities at the child care center. Avoid scheduling several students to do the same lab activity with one group of children.

Most lab experiences presented in the *Student Laboratory Manual* require 30 to 60 minutes, depending on whether the student is participating or observing. Time for making preparations, becoming accustomed to the children, and interacting with the children should be considered.

The instructor and student must work closely with the children's caregiver in planning and carrying out each lab experience. The caregivers should be involved in the scheduling of all student visits.

Some students will already be working as caregivers in a child care center. It may be appropriate and convenient for these students to carry out lab experiences in their own centers. The center's director should assist in planning the student's schedule to minimize disruptions of the center's activities.

Charts, wall calendars, or special notebooks might be used to keep a master schedule of all lab work. This would ensure that the instructor is aware of when and where students are observing or participating in lab experiences.

Coordinating the lab experiences with class meetings may not be possible in some situations. However, when classroom learning experiences and lab assignments are coordinated, students will benefit from combining theory and practical application.

Guidelines for Evaluating Students

Student caregivers can be evaluated in terms of knowledge, psychomotor skills, and affective behaviors. When based on course objectives, evaluation provides useful information for both students and instructors. Evaluation provides students with feedback about their performance and usually a grade. Evaluation provides the instructor with information about the effectiveness of teaching strategies used in the course.

The Performance Objectives in each unit of *Child Guidance for Child Caregivers* identify specific behaviors the student should exhibit at the end of the instructional unit. These objectives can be used as a basis for developing evaluation instruments.

Performance objectives normally consist of three parts: (1) the specific behavior to be achieved, (2) the conditions under which the behavior is to be performed, and (3) the criteria for measuring achievement of the objective. The performance objectives used in these materials are statements of the specific behaviors to be achieved by the student. This allows instructors the freedom to decide which conditions and evaluation criteria are appropriate for their teaching situations. For example, one objective states that the student will, "List desirable child behaviors in the group child care setting." Instructors should inform the students of the conditions and evaluation criteria. The objective in a complete form might be, "After class discussion, list at least 10 desirable child behaviors in the group child care setting."

The materials include several components which will assist the instructors in evaluating students' knowledge, skills, and attitudes. However, instructors are encouraged to develop evaluation methods which best meet the needs of students enrolled in the course.

EVALUATION OF KNOWLEDGE

The unit test at the end of each unit in the *Instructor's Guide* can be duplicated for all students. Answers to each unit's multiple-choice questions are at the back of the *Instructor's Guide*. The essay questions for each unit can be evaluated according to the instructor's criteria. The instructor may want

to specify the criteria to the students before the test is administered. A Glossary Test has also been provided following the Glossary in the *Instructor's Guide*. Glossary Test answers are provided in the Answer Keys.

EVALUATION OF SKILLS

Student performance in the child care setting can be evaluated with the Participation Evaluation forms included in the *Student Laboratory Manual*. Two forms are provided in each unit. The instructor can decide how many times to observe each student. Before the student is observed, the instructor and student should have a planning conference. During the conference the student and instructor may go over the Participation Evaluation form. The instructor may fill in the specific behaviors to be observed during the participation experience. After the instructor observes the student, a follow-up evaluation conference provides an opportunity for the instructor to provide feedback to the student. The evaluation conference is more effective when held as soon as possible following the participation experience observed.

Students are also provided with a self-evaluation check list at the end of units with participation experiences. This form can be used by students to evaluate their own performance.

AFFECTIVE EVALUATION

Affective evaluation involves examining student's attitudes or feelings. Attitudes are reflective of the student's system of values or beliefs. As students strive to achieve the performance objectives, they are also forming attitudes about caregiving. In the classroom and lab, students display their attitudes in different ways. For example, they show interest, enthusiasm, commitment, diligence, patience, and many other attitudes.

If attitudes are to be evaluated in the course, students should be provided with a list of affective performance objectives. For example, students might be asked to "be aware of the feelings of parents when consulting with them about their child's behavior" or to "demonstrate a positive attitude toward a child who is challenging your guidance skills."

These materials do not include specific affective performance objectives. Instructors may decide which attitudes are appropriate to encourage in their students. However, several elements of the materials are useful for examining students' affective performance: case studies, role playing, essay questions, conferences with the student, and rating scales.

Evaluation of the student's caregiving abilities should include evaluation of knowledge, pyschomotor skills, and attitudes. In whatever ways the instructor chooses to evaluate student performance, the specific requirements of the course and the evaluation criteria should be stated clearly to the students at the beginning of the course.

Performance Objectives

Foundations and Assumptions Unit I

- Define the term *guidance.*
- State the goals of child guidance in the group child care setting.
- Explain how adults' definitions of acceptable and unacceptable behavior affect their guidance of young children.
- List desirable child behaviors in the group child care setting.
- List undesirable child behaviors in the group child care setting.

References

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Todd, Vivian E. and Heffernan, Helen. *The Years Before School: Guiding Preschool Children.*

Suggested Classroom Experiences

OBJECTIVES

Define the term *guidance.*

State the goals of child guidance in the group child care setting.

DISCUSSION: Conduct a class discussion on the meaning of the term *guidance.* List the suggestions on the chalkboard. Help the class group the suggestions into the categories of "direct" and "indirect" guidance, and "effective" and "ineffective" guidance. Note differences of opinion, and point out that guidance means different things to different people. Key Questions: What does discipline mean? Why is guidance a better term?

GRID: Have the entire class think of at least 16 caregiver guidance behaviors. Record suggestions on a chalkboard. Include suggestions of both positive and negative guidance behaviors. Behaviors should not be listed or numbered according to any priority. Divide the class into pairs and give each pair a copy of the scoring grid, Handout 1. The pairs then evaluate each guidance behavior in terms of potential effectiveness, and potential effect on the self-esteem of the child. Each behavior is then recorded in the appropriate grid cell. For example, one of the suggested behaviors might be "shaming." If the pair decides that "shaming" scores one in building self-esteem, and one in effectiveness, then "shaming" is recorded in the lower left hand box of the grid. [NOTE: If some suggested behaviors are phrases or sentences, have the students use a summary word.] After all the pairs have completed their grids, draw a large grid on a chalkboard or on a large sheet of mural paper. Have each pair record their choices on the large grid. Discuss the results and note common choices. Notice widely varied responses for the same behaviors.

CARD SORT: Give each student a copy of the list of behavior goals on Handout 2. Have them individually categorize the behaviors by putting an *E* beside five of the essential goals, a *D* beside five of the desirable goals, and an *NN* beside goals which are good but not necessary. Divide the class into groups and have them briefly share their choices. Provide each group with a set of note cards on which the goals have been printed. [PREPARATION: Before class, print each behavior on a separate note card. Make enough sets of the cards for each group you plan to use.] Ask each group to work together to arrange the cards into

three stacks. One stack is for essential goals, one is for desirable goals, and one is for good, but not necessary goals. As the groups work, if there are differences of opinion, encourage students to support their personal choices before finalizing categories. If there is time, have the groups prioritize each category. For example, in the essential group, the students will place the cards in order, beginning with the most essential.

POSTERS: Use two posters to support a discussion on guidance in terms of long- and short-term goals. [PREPARATION: Prepare two posters similar to the illustrations below. Leave space at the bottom for adding additional goals.] In class, ask students to list some long-term and short-term goals for child guidance. Allow the class time to discuss before showing them the posters. Show students the two posters and compare the class discussion to those items listed on the posters. Key Questions: Why are both long- and short-term goals necessary? How do you know when you have reached your goals? Add additional goals to the posters.

SHORT-TERM GUIDANCE ALLOWS THE CHILD TO...

- ***Deal with specific problems***
- ***Deal with feelings***
- ***Get along with other children***
- ***Adjust to environment***
- ***Accept consequences of behavior***
-
-

LONG-TERM GUIDANCE ALLOWS THE CHILD TO....

- ***Develop responsibility***
- ***Learn to live with others***
- ***Learn to cooperate***
- ***Deal with feelings effectively***
- ***Become independent***
- ***Learn to make decisions***
- ***Learn to control self***
-
-

OBJECTIVES

Explain how adults' definitions of acceptable and unacceptable behavior affect their guidance of young children.

List desirable child behaviors in the group child care setting.

List undesirable child behaviors in the group child care setting.

BRAINSTORM: Divide students into small groups. Ask each group to brainstorm for 10 minutes about behaviors they consider positive, and those they think of as negative. Then have each group look over their list. Key Questions: Which behaviors have to do with destruction or harm to one's self, others, or property? Point out that any other behaviors may be acceptable and valuable, if not in the extreme, because they are a part of each child's natural learning process. Are behaviors developmentally appropriate?

TRANSPARENCY: Show Transparency 1. Discuss how the influences listed affect one's definition of "acceptable" and "unacceptable" behavior. List other suggestions.

HANDOUT: Give students a copy of Handout 3 to help students see how caregivers' assumptions, both accurate and inaccurate, influence their guidance of young children.

COLLAGE: Have students work in small groups to make a collage on poster board, from magazine pictures which depict various values held by the community or by society. Students can also use words and phrases from magazines to describe values. Have each group present and explain their collages. Key Question: How do these values influence caregivers and children? Discuss differences in values among various cultural groups.

CLASSIFIED AD: Bring to class several want ads from a local newspaper. Use these as examples of how to write a want ad. Have each student compose a want ad for the "perfect" child. Allow volunteers to share their ads aloud. Note similarities and differences among characteristics which are described in the ads. Key Questions: How do the values underlying the ads influence child guidance? Are your expectations realistic or developmentally appropriate?

CHECK LIST: Give students the list of incomplete sentences on Handout 4. Allow enough time for everyone to fill in the blanks. Ask that no names be put on the papers. Take up the papers and redistribute them. Ask several students to read the sentences on the paper they receive. Encourage discussion about the various responses. Point out that it is essential for caregivers to be aware of their own attitudes, feelings, and limitations in working with young children.

DEBATE: Select two teams of four or five students each. The rest of the class will be judges. One team will support the concept, "The caregiver's most important goal is to teach children to respect

authority." The other team must argue the view that, "The caregiver's most important goal is to help each child develop independence." Allow each team about 10-15 minutes to prepare their statements, being sure they cannot be overheard by the opposing team or the judges. Bring the two teams back together. A spokesperson from each side will deliver the team's statement or argument during a timed five-minute period. Another short planning session is conducted in which each team plans a rebuttal to the opposing side. Finally, each team responds through a spokesperson to the other side's opening statement. The judges then indicate by secret ballot which team they believe had the best and most convincing case. Key Questions: Should one of these goals take priority over the other? Why?

DISCUSSION: Use the inner and outer circles discussion technique to discuss the following questions: How can caregivers decide what is acceptable behavior, and what is unacceptable behavior. [NOTE: The inner and outer circles discussion is conducted by dividing the class into two groups and arranging them in circles. The inner circle is surrounded by the outer circle. Give students the question or statement to be discussed. The inner circle discusses the question for four minutes while the outer circle listens. Groups change places and the second group discusses the question, commenting upon remarks made by the first group. If needed, the first group can return to the inner circle and rebut comments made by the second group.]

SURVEY: Have students interview several caregivers, or parents of preschool children. Find out what each adult considers to be the three most important behaviors to develop in a child. At the next class meeting, list on the chalkboard all behaviors identified. Lead the class in a discussion of what values are related to each behavior. Note which behaviors were named the most and the least often. Key Questions: How do you feel about the behaviors? What behaviors would you add to the list? Are the behaviors appropriate for infants, toddlers, and preschool children? Explain.

DISCUSSION: Discuss Lab Experiences 1 and 2 with students. Key Question: How well do behaviors communicate underlying goals and values?

Foundations and Assumptions Unit I Test

DIRECTIONS

For Items 1-12, select the letter of the phrase which best completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

1. _____ Guidance generally means
   A. telling children what to do.
   B. watching children carefully so they don't get hurt.
   C. the same thing to all child caregivers.
   D. different things to different people.

2. _____ The term guidance refers
   A. only to direct actions by the caregiver.
   B. only to indirect actions by the caregiver.
   C. to everything the caregiver does or says to limit or change children's behavior.
   D. to the discipline of negative child behaviors.

3. _____ The foundations for child guidance should come from
   A. developmental goals for children's behavior.
   B. the values we were brought up by.
   C. experiences in caring for children and learning what works best.
   D. the state's licensing standards.

4. _____ Changing an assumption about child behavior or guidance is often difficult because
   A. many people are too stubborn to change their personal opinions.
   B. caregivers may not be aware of their own assumptions.
   C. assumptions are opinions, and are not right or wrong.
   D. assumptions are not related to guidance techniques.

5. _____ To plan guidance goals effectively, caregivers
   A. must consider what each child needs in order to become a competent person.
   B. must consider what they want each child to do and say each day.
   C. need not be aware of their own assumptions.
   D. should have weekly conferences with parents.

6. _____ Personal assumptions
   A. are based on foundations.
   B. may be incorrect.
   C. should not be a consideration in guidance.
   D. are usually correct.

7. _____ Becoming aware of assumptions
   A. is unrelated to caregivers' guidance.
   B. makes no difference in guidance decisions.
   C. helps caregivers think through decisions about guidance.
   D. makes caregivers more likely to use physical punishment.

8. _____ Many behaviors which are considered unacceptable, yet not harmful,
   A. should always be redirected.
   B. may be opportunities for learning.
   C. should be stopped quickly.
   D. should be rewarded.

9. _____ Often guidance decisions are made automatically, without being consciously thought through because
   A. the decisions are based on gradually developed assumptions.
   B. caregivers with experience do not need to think about guidance decisions.
   C. decisions have to be made quickly, and there is no time to think through which guidance techniques are the best.
   D. choosing the best guidance techniques is mostly a trial and error process.

10. _____ Developing an awareness of children's home situations and their families' values is important because
   A. then the caregiver knows what negative behaviors to expect from a child.
   B. then the caregiver is able to effectively reward positive behavior.
   C. some families have values that cause misbehavior.
   D. then the caregiver can better understand children's behavior.

11. _____ Unsafe, destructive behavior, which emotionally or physically harms the child, others, or property
   A. can sometimes be allowed, if there is a potential for personal growth.
   B. should always be stopped and redirected.
   C. will not occur in a well-planned environment.
   D. should be ignored when possible.

12. _____ When parents' values are different from the caregiver's values
   A. the parents' values should be considered most important.
   B. the caregiver's values should be considered most important.
   C. the child may become confused about expected behavior.
   D. it makes no difference because the child is seldom with the parents and the caregiver at the same time.

DIRECTIONS

For Items 13-15 write a short essay.

13. Name two influences on guidance goals. Explain how each affects guidance decisions.

14. Why is an awareness of family values important in effective guidance?

15. Why is it important for caregivers to develop an awareness of personal assumptions about guidance?

Performance Objectives Developmental Factors Unit II

Intellectual

- Relate selection of guidance techniques to typical perceptions of young children.
- Relate selection of guidance techniques to the development of self-control in young children.
- Relate selection of guidance techniques to memory development in young children.
- Relate selection of guidance techniques to language development in young children.

Social

- Relate selection of guidance techniques to egocentrism in young children.
- Relate selection of guidance techniques to social development of young children.
- Relate selection of guidance techniques to children's moral development.
- Analyze how children's self-concepts are affected by the guidance techniques used by adults.

Physical

- Relate selection of guidance techniques to children's physical development.
- Determine how children's physical health influences guidance from caregivers.

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Lefrancois, Guy. *Of Children: An Introduction to Child Development.*
Marion, Marian. *Guidance of Young Children* (Chapter 1).

AUDIOVISUALS

Caldwell, Bettye M. *Ego Development: The Core of a Healthy Personality.*
Cognitive Development.
Development of the Child: Language.
The Growth of Intelligence in the Preschool Years.
Moral Judgment and Reasoning.

Suggested Classroom Experiences

Intellectual

OBJECTIVE

Relate selection of guidance techniques to typical perceptions of young children.

DISCUSSION: Discuss with the class the concept of perception. One definition describes the term *perception* as the process by which sensory input is processed and interpreted by the brain. Key Questions: How are children's and adults' perceptions different? Give examples. Why do children perceive things differently than adults do? How should children's perceptions affect a caregiver's selection of guidance techniques?

HANDOUT: Give students a copy of Handout 5. The illustrations shown can be interpreted in more than one way, depending on your perceptions. These examples will help students understand how visually, you see one thing, but perceptually it could be interpreted in more than one way.

CASE STUDY: Read the following case study to the class: Alanzo placed the glasses on the table for snack. He noticed that one glass was bigger than the others and he put it at his place. When the other children were called to snack, a general round of complaint was heard about Alanzo getting more milk than anyone else. In actuality, his glass was taller and thinner than the others, but held the same amount of milk. The caregiver tried to explain this to the five-year-olds but was not able to convince them that they had the same amount of milk. Whenever the taller glass was used at snack, arguments resulted in who was going to get the big glass. Key Questions: Why were the children unable to understand that they all had the same amount of milk? How were the children's perceptions affecting their judgments of the situation? What might the caregiver do to discourage children's arguments about the glass?

LECTURE: Describe to the class the work of Jean Piaget related to children's perceptions. Include an explanation of the concept of conservation. [NOTE: See references at the beginning of the unit for more information.]

DISCUSSION: Discuss Lab Experience 5 in which students observed children's lack of conservation skills. Key Questions: How did you feel seeing such a principle at work? Can young children be taught to conserve? Why?

OBJECTIVE

Relate selection of guidance techniques to the development of self-control in young children.

TRANSPARENCY: Show Transparency 2 on ways that children exhibit self-control. Key Questions: What examples can you give which illustrate children's abilities to do these things? How are these behaviors related to self-control?

HANDOUT: Give students a copy of Handout 6 on impulsivity and reflectivity in young children. The studies of Jerome Kagan on conceptual tempo are summarized. Key Questions: What implication does this research have for caregivers in guiding young children? In what other ways can these cognitive styles be identified?

DISCUSSION: Discuss Lab Experience 3 in which students observed children for evidence of impulsive and reflective behaviors. Key Question: In the situation observed, how did the caregiver guide the children?

LECTURE: Share with students some research studies on children's abilities to inhibit movements. [NOTE: See Maccoby, *Social Development*, Chapter 5 for more information and references.] One study involved an experiment in which young children were asked to respond to stop and go signals from a red and green light. Children were to press a bulb when they saw the green light and not press the bulb when they saw a red light. Young children had the most difficulty refraining from pressing the bulb when they saw the red light. In other words, these studies illustrate how it is more difficult for young children to stop movement than to start movement. Key Questions: How should children's ability or inability to inhibit movements influence selection of guidance techniques? What other examples of this aspect of self-control have you observed in your work with young children?

DISCUSSION: Use the inner and outer circles discussion technique to discuss the following question: What is the relationship between the development of autonomy and self-control in young children? Students should include information about Erikson's stage of autonomy vs. shame and doubt and its relationship to the development of self-control. Students can be told about this discussion ahead of time and be better prepared. [NOTE: The inner and outer circles discussion is conducted by dividing the class into two groups and arranging them in circles. The inner circle is surrounded by the outer. Give students the question or statement to be completed. The inner circle discusses the question for four minutes while the outer circle listens. Groups change places and the second group discusses the question, commenting upon remarks made by the first group. If needed, the first group can return to the inner circle and rebut comments made by the second group.]

REPORTS: Ask interested students to prepare reports reviewing the sensorimotor stage of development as described by Piaget. During this stage infants begin to realize that their behaviors influence the environment and that they can control some events. In their reports, students should point out how development during this stage influences a child's ability to learn self-control. Also, they should comment on how knowledge of development during the sensorimotor stage should influence guidance offered by caregivers of infants and toddlers. Students can present their reports to the class.

OBJECTIVE

Relate selection of guidance techniques to memory development in young children.

TRANSPARENCY: Show Transparency 3 which is a model of how information is processed in the memory. [NOTE: Stage I represents the sensory register. The stimulus is perceived and remembered for a fraction of a second. No cognitive processes are required at this point. Stage II represents the short-term memory in which the stimulus is stored for a few moments while being used. Cognitive processing is limited. At Stage III, the stimulus is forgotten or transferred into long-term memory. Various cognitive processes are necessary at this point to move information into long-term memory. Information in long-term memory is usually stored in the form of concepts or organized in some way.] Key Questions: How does memory processing change with age? What kinds of cognitive processes are necessary to transfer information into long-term memory?

DISCUSSION: Ask students to recall their earliest child memories. Key Questions: What are these memories like? Why can't you remember anything earlier? What implications might these observations have for guiding young children? Use this discussion to illustrate how children's memories are usually sensory in nature. What is most easily remembered are events which had a great impact on the senses and the emotions.

LECTURE: Distinguish between the terms *recall* and *recognition* as they pertain to memory processes. Recall involves bringing to consciousness memories stored in long-term memory. Items being brought to consciousness are not present. Recognition involves identifying before the child stimulus previously experienced. Items to be identified are present. Young children are much better at recognition tasks than recall. Much of the research done on memory development in young children has focused on testing memory in these two ways. A review of current studies on this topic might be of interest. Key Questions: Why do you think young children are better at recognition than recall? What implications might this have for child guidance?

GAME: Write in three columns on a sheet of poster board the following list of words.

extra	four	into
pickle	point	plane
formerly	blossom	offer
be	Jupiter	ordinary

Ask the students to look at the list for 30 seconds and try to remember all the words listed. After 30 seconds, turn the poster away. Students are to write down as many words as they can remember. When everyone is finished, ask them to share how many words were remembered. Students who managed to remember more than seven of the items should share their memory strategy. [NOTE: Adults should be able to remember about seven bits of information. Three-year-old children can remember about three bits and five-year-old children about four bits. This game can be used to illustrate that adults with greater cognitive abilities can remember more than children. Students who were able to remember more than seven items probably used some memory techniques. For example, rehearsing or practicing the words over and over. Linking the words together in some way, either visually or verbally is another technique. Some students might have visualized a pickle on a plane to Jupiter, etc. Or, students might have made up a nonsense sentence using all the words. Children do not make use of such strategies that call for higher levels of cognitive processing.]

REPORTS: Ask interested students to research a special memory ability called *eidetic imagery* or photographic memory. Key Questions: What is this ability? How does this ability function in children? Is this a learned skill or innate? Is this ability found often in children? Are adults capable of eidetic imagery? What can this information contribute to child guidance?

OBJECTIVE

Relate selection of guidance techniques to language development in young children.

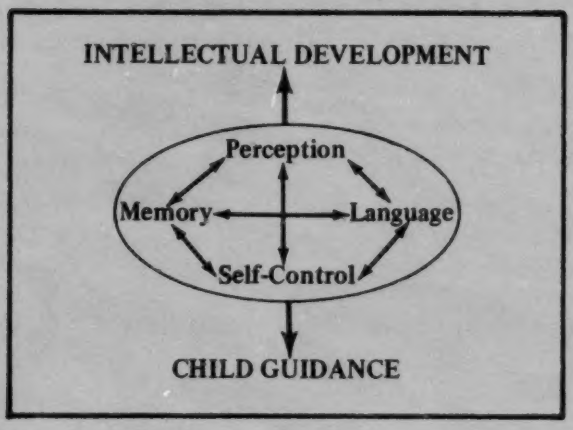
LECTURE: Review with students the sequence of language development. Key Questions: What does language development have to do with the guidance of young children? How do caregivers select guidance techniques at each stage of language development? Do you think guidance of young children is easier as children grow older? Why? [NOTE: See references at the beginning of the unit for information on language development.]

TRANSPARENCY: Show students Transparency 4 which lists words that are both abstract and concrete. Key Questions: Which words represent abstract concepts? Which words represent concrete concepts? How might children respond to each of these words when used to guide their behavior? Why is it important to use more concrete terms when guiding young children?

HANDOUT: Give students a copy of Handout 7. Ask students, working in pairs or small groups, to decide what the most appropriate verbal response would be to each of the given situations. Have each group or pair share their responses to each situation. Ask students to explain why they chose their response.

DISCUSSION: Discuss Lab Experience 6 in which students observed caregivers' use of verbal guidance.

POSTER: Use a poster similar to the illustration below to guide a discussion on the relationship of perception, memory, self-control, and language to child guidance. Key Questions: How are these aspects of intellectual development related? How do they fit together? Why is knowledge of intellectual development important in understanding guidance of young children? If you had to choose, which aspect of intellectual development would seem to have the most impact on guidance?



Social

OBJECTIVE

Relate selection of guidance techniques to egocentrism in young children.

LECTURE: Define the term *egocentrism* for the class. Point out that it does not mean that children are selfish in an unhealthy way but rather tend to see things from their own point of view. This term was used by Piaget in explaining why children are limited in taking the perspective of another person. Key Questions: How does egocentrism influence the behavior of the child? What do you think the term *sociocentrism* means?

EXPERIMENTS: Ask interested students to review some of Jean Piaget's work on egocentrism in young children and select a simple experiment to replicate. In class ask students to share their experience. Key Questions: How did you test the children for evidence of egocentrism? What were the results? Were your results different from what you expected or the same? Explain. What implications does egocentrism have for the guidance of young children?

JOURNALS: Assign students to keep a journal for the next few weeks on sayings or activities of young children which illustrate egocentrism. Observations can be made during lab experiences or of other young children. In class, ask students to share some of their more interesting observations. Students might like to take notes on each other's observations so that they have a collection of such sayings or events.

CARTOONS: Ask students to find or make a cartoon illustrating egocentrism in young children. Often children's egocentric thinking appears humorous to adults. Students who wish to make their own cartoons might use observations made from their journals.

BULLETIN BOARD: Divide the class into small groups. Ask each group to design a bulletin board which would communicate to parents and caregivers the effects of egocentrism on adult-child relationships. Students who find or make clever cartoons might use them as a theme. [NOTE: If you have access to a bulletin board in the lab school, around campus, or at a field site, students can display their work.]

OBJECTIVE

Relate selection of guidance techniques to social development of young children.

TRANSPARENCY: Show students Transparency 5 which diagrams the categories of prosocial behaviors. The two basic categories are cooperation and helping. Helping behaviors are further described as helping to relieve distress and helping in play or work. Key Question: What examples can you give to illustrate each of these types of prosocial behaviors?

CASE STUDY: Read the following case study to the class: A mother and her daughter Anna, not quite two-years-old, were taking swimming lessons. Anna was just about to jump off a starting box to her mother in the water. Other toddlers were doing the same. The toddler next to them began crying as he stood on the box, fearful of the jump. Anna climbed down from her box and went over to the crying child. She put her arms around him and gave him a hug. She returned to her box and was ready to jump again but the other child was still crying. Anna climbed down from her box, again, and went over to hug the child once more. Key Questions: What kind of prosocial behavior was Anna exhibiting? How do you think she learned to respond this way? Do you think Anna really understood how the other toddler was feeling? Why?

DISCUSSION: Discuss Lab Experience 8 with the students. Ask them to share their observations of prosocial behaviors in young children.

CHART: Use a chart similar to the illustration at the left to guide a discussion about sharing. Four reasons for sharing are identified. *Normative sharing* refers to sharing because it is expected. *Reciprocal sharing* refers to sharing because something is expected in return. *Principled sharing* results when the individual truly values sharing. Sharing with another because it is fair or just is called *sharing on the basis of justice.* Key Questions: Give examples of incidents in which a child appeared to share because of one of these reasons. What reason for sharing would probably be most common among young children? Why? At what age can children begin to share? Why are children more capable of sharing as they grow older?

SHARING BEHAVIORS
NORMATIVE
RECIPROCAL
PRINCIPLED
SHARING BASED ON JUSTICE

OBJECTIVE

Relate selection of guidance techniques to children's moral development.

DISCUSSION: On the chalkboard write down the terms *morals* and *social conventions.* Discuss the meaning of each. Key Questions: Why do we need morals and social conventions? What are some morals that people live by? What are some social conventions which govern our behavior? How do social conventions vary among cultural groups?

TRANSPARENCY: Show students Transparency 6 on Kohlberg's stages of moral development. Explain each level and support your discussion with examples. Invite students to share examples from their experiences which might illustrate these levels of moral development. [NOTE: See references at the beginning of the unit for information on Kohlberg's theory.] Key Questions: What aspects of this theory of moral development make sense to you? What weaknesses do you see in this theory? What causes someone to advance from one stage to the next?

RESEARCH: Ask interested students to investigate research done in the past few years using Kohlberg's theory of moral development. Key Question: What problems have arisen as a result of this research?

LECTURE: Present a lecture on Piaget's ideas about moral development. Key Questions: How do Piaget's ideas relate to Kohlberg's? How is moral development tied to the development of perception and language? [NOTE: Kohlberg's work was based on some of Piaget's ideas. See references at the beginning of the unit for information on Piaget's theory of moral development.]

DISCUSSION: Divide the class into small groups. Read the following classic moral dilemma: Hans' wife was dying of a serious illness. The druggist had a new medicine which would cure the illness but Hans did not have the money. One night he broke into the store

and took some of the medicine. His wife recovered. Key Questions: Should Hans have stolen the drug? Why? [NOTE: This discussion should focus on the reasons students give for their answers. Level of moral development is apparent in the type of reasoning used. Through this discussion, students can examine their own levels of moral thinking.]

HANDOUT: Give students a copy of Handout 8. Have students read the story which was read to three children at different levels of moral development. Have students decide what stage of moral development each child might be in based upon the responses to the story. [NOTE: Child No. 1 might be at Stage 3; Child No. 2 might be at Stage 1; and Child No. 3 might be at Stage 4.]

DISCUSSION: Discuss Lab Experience 9 in which students presented a moral dilemma story to a preschool child. Ask students to share the responses of the children. Key Questions: What differences and similarities can be noted between the responses of the children? Do you observe any age differences in the responses? Did some children give explanations that didn't seem to fit the pattern?

FILM: View a film on moral development with students. [NOTE: See references at the beginning of the unit.]

OBJECTIVE

Analyze how children's self-concepts are affected by the guidance techniques used by adults.

DISCUSSION: Give each student two note cards. On one card ask students to write about an event in their early childhood which contributed to a positive self-concept. On the other card, ask them to write an event which contributed to a negative self-concept. Students should not write their names on the cards. Collect the cards and read some of the experiences to the class. Key Questions: What is happening to the child's self-concept in this example? What were others involved in the event trying to accomplish? Was an adult involved in the event? If so, was the adult using guidance techniques? How did the guidance technique used affect the child?

TRANSPARENCY: Show Transparency 7 while leading a discussion on how self-concepts develop. Point out that what children feel about themselves is very dependent upon what they think others think of them. Parents and caregivers have the greatest impact on a young child's self-concept. If the adult reflects the image of an inadequate child, that is what the child may come to think as well.

POSTER: Use a poster to lead a discussion on the effects of guidance techniques and self-concept. [PREPARATION: Write on a sheet of poster board several guidance techniques familiar to your students. For example, praise, rewards, scolding, shouting, withholding privilege, standing in the corner, spanking, and ignoring.] Ask students to give an example of a situation using

each of these types of guidance. Key Questions: What is the effect of each of these guidance techniques on the self-concept of the child? Should caregivers use guidance techniques which make children feel bad about themselves? Why?

CASE STUDY: Read the following case study to the class: Mike was a five-year-old labeled by the staff of the child care center as "impossible." Mike's caregiver had tried to be firm with him in guiding his undesirable behaviors. Yet, Mike seemed to enjoy getting into trouble. Even the other children avoided playing with him. Anyone who came to help the caregiver knew to expect trouble from Mike. One day a student teacher from the local junior college came to work with Mike's class. Marion noticed that the other children seemed to avoid playing with Mike and wondered why. It wasn't long before she realized what part of the problem might be. Marion made an effort to interact with Mike in positive ways. She commented on his clay models and hung his painting in a special place. Outside, she invited Mike to join a circle game saying, "We need Mike to play with us because he is a good runner." Though the change was gradual, Mike began to act in positive ways more often. Key Questions: What did Marion realize about Mike? Why did she do the things she did? What happens when a child has a negative self-concept? What role did the caregivers' expectations play in Mike's behavior?

Physical

OBJECTIVES

Relate selection of guidance techniques to children's physical development.

Determine how children's physical health influences guidance from caregivers.

DISCUSSION: Discuss Lab Experience 10 in which students observed the use of guidance with two different age groups of children.

GAME: Divide the class into two teams. Read aloud a physical developmental ability of young children to the first team. [PREPARATION: To find ideas for the developmental abilities, see a developmental check list. Write down one ability per note card. Mix the cards and draw from the deck.] The team members are to give an example of how child guidance would be influenced by a child with this developmental ability. Give the team one minute to confer and think of a response. A spokesperson for the team gives the example. Read another ability to the second team and continue until all the cards are gone. [NOTE: Almost any physical ability named has some impact on the selection and use of guidance techniques. For example the ability to walk would impact on a caregiver's guidance because the child's limits would change. Opportunities for exploring the environ-

ment increase, hence, opportunities for "getting into" unsafe territory increase. Appropriate guidance for toddlers focuses on the safety of a prepared environment. This game will challenge students to seek examples and see relationships.]

GUEST SPEAKER: Invite a representative from the local child welfare agency to speak to the class about foster parents and handicapped children. Often foster parents and caregivers have similar interests in guiding young handicapped children. Key Question: What insights have you gained about the guidance of handicapped children from this speaker?

REPORTS: Ask each student to investigate a physically handicapping condition or other physical condition which has an impact on the child's behavior. How is the condition treated? What role does the caregiver play in caring for this child? In class ask students to give oral reports of their research. [NOTE: Topics which might be investigated include hearing or vision impairments, cerebral palsy, dietary disorders, hyperactivity, and various limb disorders.]

BRAINSTORMING: Divide the class into small groups. Ask each group to brainstorm about ways in which children's behaviors change when they are ill. Key Questions: How do caregivers respond to the child exhibiting undesirable behaviors because of illness? What role do behavior changes play in the identification of illness?

Developmental Factors
Unit II Test

DIRECTIONS

For Items 1-22, select the letter of the phrase which best completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

1. _____ The process of detecting and interpreting sensory information is known as
   A. perseverance.
   B. investigation.
   C. sensationalism.
   D. perception.

2. _____ Self-control is enhanced when
   A. caregivers are firm and insist that all children participate in the same activities.
   B. children are given developmentally appropriate choices.
   C. children are given specific directions about how to behave.
   D. caregivers structure the environment to allow one activity at a time.

3. _____ Being able to consciously decide on, and carry out behavior, indicates
   A. the development of intelligence.
   B. the development of self-control.
   C. that external controls are no longer needed.
   D. the need for more indirect guidance techniques.

4. _____ One appropriate way in which preschool children can show self-control is to
   A. consistently follow rules without reminders.
   B. refrain from certain behaviors.
   C. wait for a prolonged time to have a turn at a favorite activity.
   D. wait for a caregiver to direct his or her actions.

5. _____ Rules for preschool children
   A. should be stated once a day, when children first arrive.
   B. should be kept to a minimum and stated simply.
   C. are unnecessary because self-control is not possible for most preschoolers.
   D. should be posted on chart paper.

6. _____ Young children are most likely to remember information that is presented
   A. verbally.
   B. visually.
   C. in a way that involves all the senses.
   D. briefly, covering several related concepts at once.

7. _____ Memory development in young children includes
   A. both short-term and long-term memory.
   B. only short-term memory.
   C. only long-term memory.
   D. the ability to remember anything if it is simply stated.

8. _____ Memory is influenced by language development because
   A. when children are talking they cannot listen as well as before.
   B. expressing oneself verbally increases self-confidence.
   C. children can label objects and remembering is easier.
   D. verbal self-expression stimulates cognitive development.

9. _____ A memory process which involves identifying items experienced before is
   A. recall.
   B. recognition.
   C. recollection.
   D. remembering.

10. _____ Bringing to awareness items stored in the long-term memory is known as
   A. recall.
   B. recognition.
   C. detection.
   D. identification.

11. _____ As the child develops, memory changes which take place include
   A. increased amounts of information stored in long-term memory.
   B. decreased amounts of information stored in short-term memory.
   C. more short-term memory than long-term memory.
   D. more long-term memory than short-term memory.

12. _____ Two important skills which increase memory capacity are
   A. physical skills and language.
   B. perception and classification skills.
   C. physical and classification skills.
   D. language and classification skills.

13. _____ In Kohlberg's third stage, the Interpersonal Sharing Orientation stage, children are eager to
   A. meet their own needs.
   B. avoid punishment.
   C. win other's approval.
   D. receive rewards for good behavior.

14. _____ The prosocial behavior of sharing because it is expected is known as
A. normative sharing.
B. principled sharing.
C. sharing based on justice.
D. reciprocal sharing.

15. _____ Sharing because the individual values sharing is known as
A. sharing based on justice.
B. principled sharing.
C. reciprocal sharing.
D. normative sharing.

16. _____ Prosocial behaviors are
A. rarely seen in children under six.
B. not seen in children under six.
C. not seen in preschoolers because of their egocentric natures.
D. possible in children as young as two years of age.

17. _____ Cooperation and rescuing others are examples of
A. egocentrism.
B. prosocial behaviors.
C. perceptual behaviors.
D. reciprocal behaviors.

18. _____ Prosocial behaviors are encouraged when caregivers
A. model cooperation and helping.
B. insist that children apologize for unacceptable behaviors.
C. ignore behavior that is not prosocial.
D. develop simply stated rules about sharing and cooperating.

19. _____ Egocentrism in young children
A. indicates age-appropriate selfishness.
B. promotes prosocial behavior in preschool children.
C. indicates the child is ready for self-direction.
D. means that children see things from their own point of view.

20. _____ Guidance that has a negative effect on a child's self-esteem
A. is sometimes effective because it stops undesirable behavior.
B. is useful in controlling aggression.
C. should never be used.
D. is seldom helpful.

21. _____ Joan, a caregiver for a group of three-year-olds, was helping the children finish an art activity. As each child finished Joan said to the child, "Be good until everyone is finished and we'll do something else." Joan's instructions were
A. concrete.
B. abstract.
C. easy for the children to follow.
D. very clearly and simply stated.

22. _____ To be effective, verbal guidance must be
A. abstract.
B. intangible.
C. concrete.
D. indirect.

DIRECTIONS:

For Items 23-25, write a short essay.

23. Describe the development of memory. Include an explanation of both the short-term and long-term memories, and how they work together. What impact does memory development have on child guidance?

24. How do children's perceptions differ from those of adults? Explain how perceptual development influences guidance.

25. List four specific prosocial behaviors and describe ways in which a caregiver could promote these behaviors in young children.

Performance Objectives

Indirect Guidance Unit III

Grouping Patterns and Child-Staff Ratios

- Discuss the effects of grouping patterns on the behaviors of young children.
- Discuss the effects of child-staff ratios on the behaviors of young children.

Space

- Discuss the effects the amount of physical space has on the behaviors of young children.
- Explain how the arrangement of the group child care environment affects the behaviors of young children.
- Provide space for large group activities, small group activities, and individual activities.
- Arrange the environment so that traffic flows smoothly from area to area.
- Arrange the environment into developmentally appropriate learning centers.
- Provide enough learning centers to avoid overcrowding.
- Make creative use of both vertical and horizontal space.
- Explain how the arrangement of space might be affected by handicapped children in the group.

Materials

- Create an environment which gives children a sense of belonging.
- Organize materials so that children can select, use, and return materials independently.
- Provide a variety of developmentally appropriate materials for children to explore.
- Provide developmentally appropriate materials to facilitate guidance of handicapped children.

Organizing Time

- Explain how the sequence of events in the caregiving environment affects children's behaviors.
- Organize time into a sequence of events and routines appropriate for the developmental level of the children in the group.
- Plan time periods to balance large and small motor play, caregiver-initiated and child-initiated activities, and structured and unstructured play.

- Use transitions effectively so that children progress smoothly from one event or time period to another.
- Exhibit flexibility when special events or weather call for changes in the regular routine.
- Discuss the importance of holding regularly scheduled planning meetings in which caregivers plan and prepare experiences for the children.

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Suggested Classroom Experiences

Grouping Patterns and Child-Staff Ratios

OBJECTIVES

Discuss the effects of grouping patterns on the behaviors of young children.

Discuss the effects of child-staff ratios on the behaviors of young children.

LECTURE: Go over the state licensing standards for your state with the students. Each student should have a copy of the standards for personal use. [NOTE: Copies of the state licensing standards can be obtained by calling your local licensing office.] Point out the standards related to child-staff ratio requirements for group child care programs. Key Questions: What purpose do these standards serve? How do child-staff ratios affect the behaviors of young children in the group child care setting? Are the standards adequate? What might be better in practice?

CASE STUDY: Read and discuss the following case study with the students: Judy and Albert Brown have just opened a child care center. They have one very large room which will accomodate 22 children between the ages of two and three. They hire two caregivers so that they meet the child-staff ratio requirements. After the first week, both caregivers want to quit. Albert and Judy can't understand why the grouping arrangement is not working because they are meeting the minimum standards. Key Questions: How might such a grouping pattern affect the behaviors of the children? Why? What alternatives might you suggest to solve this problem?

Space

OBJECTIVE

Discuss the effects the amount of physical space has on the behaviors of young children.

DISCUSSION: Discuss with students some of the following questions concerning space requirements for children in group care. Key Questions: What amount of space do the state minimum standards require per child in group care? Why are these requirements in the standards? How does the space available to a group of children influence their behaviors? What

examples or experiences can you give which would illustrate the effects of too little space for children's play indoors and outdoors?

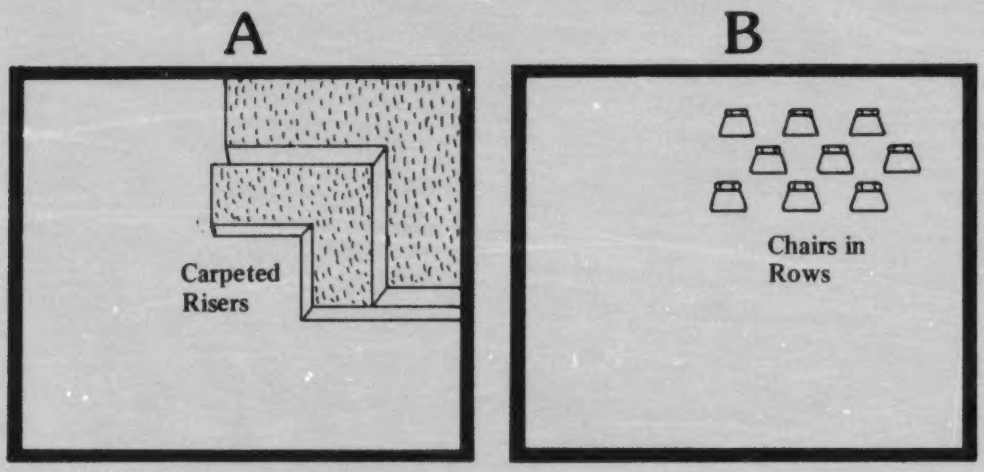
OBJECTIVE

Explain how the arrangement of the group child care environment affects the behaviors of young children.

LECTURE: Relate to the students how child care environments affect child behaviors. Explain that well-planned environments meet the developmental needs of children in the group. Problems occur when caregivers fail to address these needs in the environment. For example, children need to feel comfortable and secure, they need opportunities for both large and small motor activities, and they need privacy. Outdoors, children need to feel independent and capable of using the equipment. Children's behaviors will be appropriate if the environment is designed to meet their needs.

DISCUSSION: Discuss Lab Experiences 11 and 12 in which students observed various child care environments and their influence on the children's behaviors.

DIAGRAMS: Draw on the chalkboard or on transparencies, two child care rooms excluding furnishings. Then draw the following pairs of room areas, discussing one at a time. Ask students to compare the features of each arrangement in the pair. Key Questions: What child behaviors would be fostered in each setting? Which arrangement is better, A or B? What other environmental features could you illustrate in this way? Let students draw their pairs on the chalkboard.



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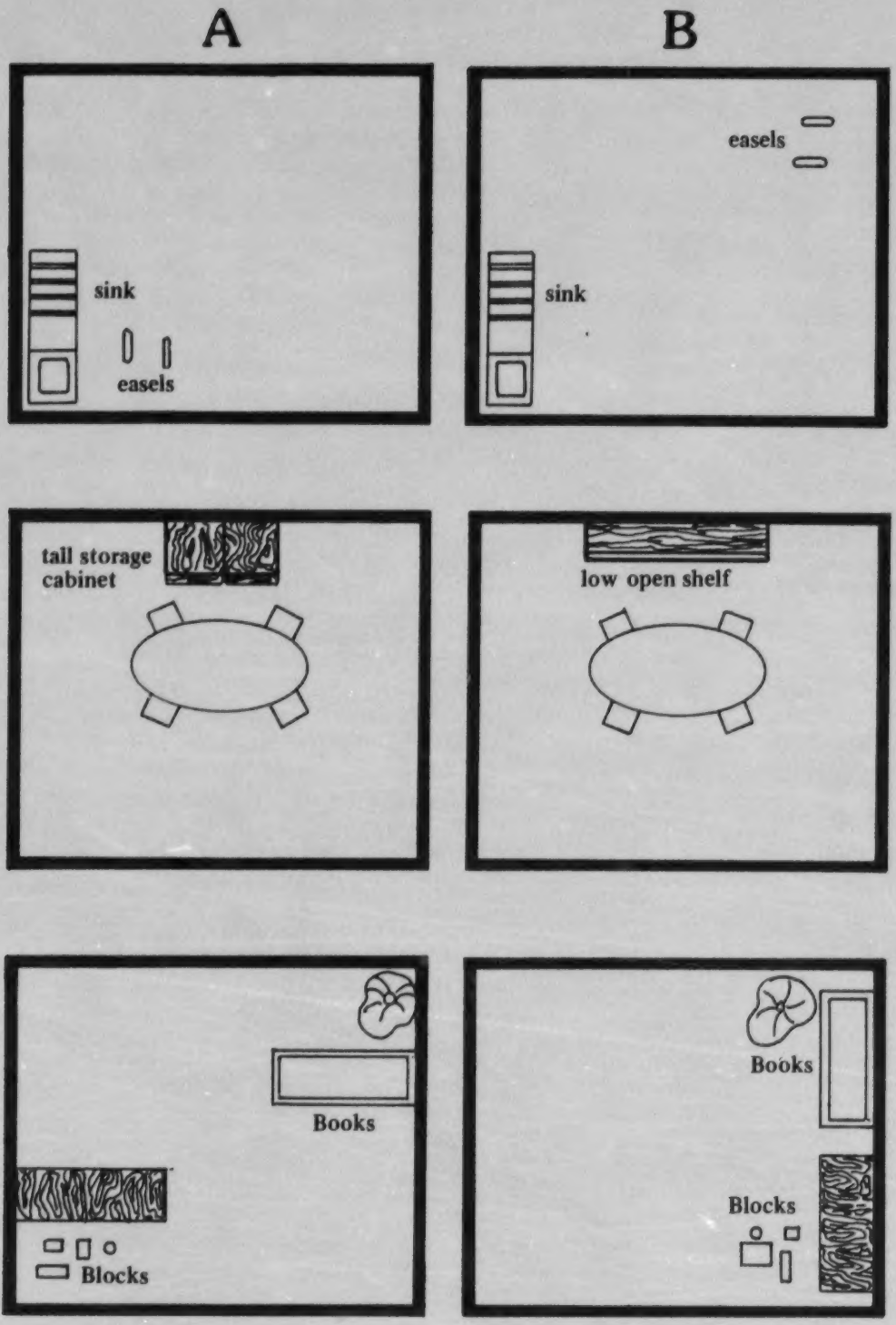
A
B
sink
easels
easels
sink
tall storage cabinet
low open shelf
Books
Blocks
Books
Blocks

CASE STUDY: Read the following case study to the class: June is concerned about the children's tendency to run from one end of the room to the other. She has tried numerous methods of curbing their behavior but with little success. The classroom is arranged so that learning centers line each side of the long walls in the oblong room. A path is created the length of the room between the two rows of learning centers. Equipment which would encourage large motor play is absent. Key Questions: What would you advise June to do? Why? [NOTE: Several such case studies could be developed and discussed to illustrate common problems in planning child care environments.]

TRANSPARENCY: Show Transparency 8 which is an example of an inappropriate room arrangement for preschool children. Point out the features of the room. Key Questions: How would children behave in this environment? What changes would need to be made to improve the room arrangement?

TRANSPARENCY: Show Transparency 9 which is an example of acceptable room arrangement for preschool children. Point out the features of the room. Key Question: How would children behave in such an environment?

BASIC ACTIVITY AREAS

LARGE GROUP
music
circle time
large motor play

SMALL GROUP
learning centers
working spaces

INDIVIDUAL
private, cozy space

OBJECTIVE

Provide space for large group activities, small group activities, and individual activities.

CHART: Use a chart to show the basic types of activity areas in the child care environment. [PREPARATION: Prepare a chart similar to the illustration at the left.] The three basic activity areas are one of three types: large group, small group, and individual. Key Questions: Why do children need all three types of activity areas? How many of each kind would you need in a room? What types of equipment might you find in each type of area?

HANDOUT: Give students Handout 9 which shows various ways to provide a large group area in a child care setting. [NOTE: Semicircles can be marked on the carpet with colored tape or hook and loop fabric strips.] Key Questions: How do these arrangements foster positive large group activities?

BRAINSTORMING: Divide the class into several small groups. Provide each group with large sheets of paper and felt-tip markers. Ask students to think of as many small group activity areas or learning centers as they can. In these areas children work independently or with each other. Have groups share their ideas.

DISCUSSION: Using the lists made in the activity above, ask students to group their activity areas or learning centers in some way. They may group them according to the developmental need being met, according to the type of equipment, or according to subject area.

BULLETIN BOARD: Involve students in preparing a bulletin board titled "Cozy Corners" or "Inner Space." The theme of the display is the importance of private spaces in the child care environment. Some students might take their cameras and photograph private spaces found in various child care centers. Other students might make drawings or three-dimensional picture/models of creative ways to make private spaces. These examples of private spaces can be attractively arranged on the bulletin board. [NOTE: Parents at the lab center or a field site might find such a display of interest. On campus such a bulletin board would publicize your child development program.]

OBJECTIVE

Arrange the environment so that traffic flows smoothly from area to area.

LECTURE: Talk with the students about traffic flow in the child care environment, both indoors and outdoors. Explain that children are by nature very mobile and should move around the environment frequently. If the environment is arranged in such a way that children are bumping into each other or disturbing each other's work, then problems result. One good way to evaluate traffic flow in the environment is to observe the movement of children. A caregiver should notice which centers or areas of the room have the most traffic. For example, a caregiver may notice that children move in and out of the manipulative center more frequently than out of the home living center. In this case, the manipulative center should be arranged so that children can come and go easily. The home living center should be located away from the entrance to the busy manipulative center.

DISCUSSION: Discuss with the students the observations made in Lab Experiences 14 and 15, in which students observed the flow of traffic in the child care environment. Key Questions: How could traffic flow be improved in the environment observed? What could be done in a situation in which a traffic flow problem was caused by permanent features of the environment? For example, the only sidewalk on the playground runs in front of the swings; the only sink in the room is located in the restroom.

OBJECTIVES

Arrange the environment into developmentally appropriate learning centers.

Provide enough learning centers to avoid overcrowding.

HANDOUT: Give students a copy of Handout 10, which gives guidelines on how to arrange learning centers in a child care environment.

FILM: View a film or filmstrip on organizing the child care environment. [NOTE: See references at the beginning of the unit for suggestions.]

TRANSPARENCY: Show Transparency 10 which lists the basic types of learning centers needed in the group child care setting. Learning centers are designated areas in the room in which a certain type of activity occurs. Point out to students that the learning centers should be continually evaluated by the caregiver so that the children are exposed to new themes and materials.

HANDOUT: Give students a copy of Handout 11. This form can be used to write down and collect ideas for learning centers. The forms can be cut in half and filed for future reference.

DIAGRAMS: Use floor plans and models of furnishings for students to practice room arrangements. [PREPARATIONS: Prepare several large floor plans of child care center spaces for infants, toddlers, and preschoolers. Use poster board or pattern cutting boards. Make different plans for both indoor and outdoor spaces. Use a scale of one inch for every foot. Use the furniture and equipment patterns (Handouts 12-15) to make several sets of models from construction paper or tag board.] Divide the class into small groups. Give each group a set of models and a floor plan. Ask the students to arrange a room or outdoor space for infants, toddlers, or preschoolers. Students could use the check list for environments found in their lab manual (Lab Experience 19) as a self-evaluation instrument. Groups can rotate and try the same activity with a different floor plan.

DIAGRAMS: Ask students to study the floor plans they drew of the environment they studied in Lab Experience 12. Using the basic features of that environment and the furnishings, ask students to redesign the same environment in at least two different ways. They can draw the new floor plans on separate sheets of paper. Students can use the check list for environments found in the lab manual to evaluate their work.

DEMONSTRATION: Arrange for the class to actually redesign a child care environment at the lab school or a field site. Students should work together to plan how they will change the environment. Ask students to explain their plan and why they think it will work. Students should rearrange the environment according to their plan, then plan time to evaluate the effects of their work by observing children using the space. After students have observed, plan class time for students to evaluate their work. Encourage students to point out strengths and weaknesses of their arrangement.

REPORTS: Ask students to research creative outdoor environments for young children. In class each student can report on an article or book. Key Questions: Why should the outdoor environment receive as much attention as the indoor environment? What types of learning are possible in a creative outdoor environmnet? How do environments foster positive child behaviors?

FILM: View a film on outdoor environments or outdoor play for young children. [NOTE: See references at the beginning of the unit for suggestions.] Ask students to write a short summary of the film after they have viewed it.

OBJECTIVE

Make creative use of both vertical and horizontal space.

SLIDES: Make a set of slides showing creative use of vertical and horizontal space in various child care environments. Contrast with slides of environments which lack variety in either dimension. Key Question: How might these environments appear from the child's eye level?

MODELS: Have the students make models showing creative use of vertical and horizontal space. Using the inside of a cardboard box, students can construct a model of a child care room using poster board, cardboard, glue, paint, etc. Students might display their projects in class or on campus.

PRESENTATIONS: Ask students to present to the class the mobiles, room dividers, etc., that they made for Lab Experience 21. Students should explain how the item was constructed, where to find materials, and how it can be used in the child care room.

SLIDES: Show students a set of slides or photographs of various bulletin boards found in child care environments. [PREPARATION: Make the slides yourself or assign this as a group or individual project.] In class ask students to discuss the bulletin board displays and devise a list of guidelines for effective use of bulletin boards. Key Questions: How can bulletin boards contribute to the atmosphere of the room? How are children's behaviors influenced by such displays? How might bulletin boards for children of various ages differ?

BULLETIN BOARDS: Ask students to design and display an original bulletin board idea for the child care environment. They should follow the guidelines established in the activity above. These guidelines can also be used to evaluate their displays. Students should be able to explain how their bulletin board would contribute to a positive room environment.

OBJECTIVE

Explain how the arrangement of space might be affected by handicapped children in the group.

REPORTS: Assign students to research how the arrangement of space indoors might be modified to accommodate handicapped children. Suggest that each student investigate one type of disability such as a visual or motor impairment. Compare and contrast the special needs of children with various handicaps.

Materials

OBJECTIVE

Create an environment which gives children a sense of belonging.

BRAINSTORMING: Divide the class into several groups. Provide each group with large sheets of paper and felt tip markers. Ask the group to brainstorm about ways to personalize the child care environment which gives the children a sense of belonging and self-esteem. [NOTE: Some examples are, pictures of the children and their families, samples of their art work, a learning center displaying favorite books or toys from home, job charts, soft furnishings such as pillows and stuffed chairs, a special place to nap each afternoon, cubbies with name labels, etc.] Challenge the students to think of creative ideas. Groups then share their list of ideas.

CHARTS: Ask students to design and make a job chart for preschoolers. Such a chart would illustrate the various tasks that children can do for the group. For example, children can help in preparing snacks and meals, preparing cots for rest, reminding the caregiver to turn the lights off, helping prepare art activities, etc. The chart should in some way show how children can take turns doing a particular job. In class students can share their charts. Key Question: How do job charts help children feel that they belong?

OBJECTIVE

Organize materials so that children can select, use, and return materials independently.

TRANSPARENCY: Show Transparency 11, which compares two learning centers. Key Questions: What differences do you notice between these two learning centers? How are the children likely to respond to each center? Why? Point out to students that poorly arranged, cluttered areas are often the causes of undesirable behaviors. The attractively arranged learning center, which focuses children's attention on a modest number of activities, will be conducive to positive play behaviors.

DISCUSSION: Discuss Lab Experience 16 in which students observed the children's use of materials.

DEMONSTRATION: Arrange to have the class meet where you will have access to an empty bookcase. Bring several items which would be found in a manipulative center for preschoolers. Show the students how the shelf space could be arranged attractively and organized so that children could select, use, and return materials independently. Introduce the technique of using shelf cues or

indicators. Shelf cues show children where an item belongs. For example, block shapes are outlined on a shelf. Children replace blocks by matching them to the shapes on the shelf. (NOTE: For more ideas on how to use shelf indicators and other environmental cues, see *Let the Kids Do It* by Larson, Ziegler, and Byers.) Key Questions: Why is the arrangement of materials important? What could you do to help children keep up with materials that have many small parts? How would you organize the block, art, home living, or science learning center? What role could labels play in organizing learning centers.

DIAGRAMS: Ask students to plan the arrangement of an activity area or learning center which has a number of materials. Students then draw a diagram of the area on a large sheet of paper or poster board. In class have students share their arrangements?

DISCUSSION: Discuss Lab Experiences 17 and 18, in which students arranged an interesting activity area for infants or toddlers and one for preschoolers. Let the students describe their activities and how the children responded.

OBJECTIVE

Provide a variety of developmentally appropriate materials for children to explore.

CHARTS: Divide the class into small groups. Provide each group with several sheets of poster board or large sheets of newsprint. Ask the students to make a list of materials needed for various learning centers in the child care environment. Areas to include are: manipulative, art, home living, science, large motor, games, listening, story or reading, etc. [NOTE: Students might use the lists of learning centers they made in the activity on page 40. Equipment catalogues showing materials for young children would be helpful references for this activity.] After the groups are finished, they can share their lists. Students might copy lists into their notebooks for future reference.

DISPLAY: Bring to class several types of materials which are used by certain age groups. For example, a set of small locking blocks, a baby's teething toy, a stuffed animal, a magnifying glass, puzzles of varying difficulty, etc. The students are to examine each item and on a card write down the age range or developmental level for which each item is suitable. Key Questions: Why is it important to consider the developmental level of the children when selecting materials? What happens if an item is not appropriate for the developmental level of the child?

OBJECTIVE

Provide developmentally appropriate materials to facilitate guidance of handicapped children.

GUEST SPEAKER: Invite a guest to speak with the class about modifying the child care environment to guide handicapped children. Encourage students who have had experiences in this area to share their experiences, also.

DISCUSSION: Divide the class into several small groups. Provide each group with a card describing a handicapping condition of young children. Ask the students to think of ways to modify the environment so that the handicapped child will have a sense of belonging and self-esteem. Groups can then share their ideas. [NOTE: Handicapping conditions which might be discussed include visual impairments, auditory impairments, cerebral palsy, heart disease or defects, or motor impairments. Check references at the beginning of the unit for more information.]

Organizing Time

OBJECTIVES

Explain how the sequence of events in the caregiving environment affects children's behaviors.

Organize time into a sequence of events and routines appropriate for the developmental level of the children in the group.

Plan time periods to balance large and small motor play, caregiver-initiated and child-initiated activities, and structured and unstructured play.

CHARTS: Display two wall charts showing two daily schedules for a group of preschool children. [PREPARATION: On two large sheets of paper, or on the chalkboard, write out two schedules. One schedule should be poor, the other well-balanced .] Ask students to analyze the two schedules and decide which one would work the best. Key Questions: What are the strengths of each schedule? What are the weaknesses? How might you expect the use of each schedule to affect children's behavior?

TRANSPARENCY: View Transparency 12 which shows the importance of balance in organizing time. Key Questions: Why is balance important? How does the alternation of noisy and quiet activities influence the behaviors of children? What happens if there are too many caregiver-directed activities? Why is it important to alternate times for large group activities and small group activities? In what other ways should the schedule be balanced?

SCHEDULES: Provide students with copies of a variety of daily schedules for preschool children. [NOTE: Collect schedules from child care centers in your area and from references.] Ask students to analyze each schedule using the guidelines found on Handout 16. Students might work in pairs or small groups. Each group analyzes several schedules and writes its assessment of each on a separate slip of paper. This can be attached to the back of the schedule with a paper clip. Then another group could examine the same schedule, make an evaluation, and compare their assessment to that of the previous group.

HANDOUT: Give students a copy of Handout 17 which shows two types of well-balanced schedules. Explain that schedules should be organized to meet the developmental needs of the children.

CASE STUDY: Read and discuss the following case study with the students: Lee has always had trouble keeping the children's attention during her large group circle time. No matter how interesting her plans, the children could not manage to sit still for the allotted 30 minutes. When she went to her director to explain the difficulty, the director said, "What is your daily schedule?" Lee explained that for the first 30 minutes the children were in their learning centers. Next, she divided them into three table groups in which they worked with manipulative materials After about 45 minutes, it was time for a group trip to the restrooms. The children returned to their tables and waited for snack. After snack, she usually had her circle time, then the children went outside to play. Key Questions: What would you tell Lee if you were her director? How might Lee re-arrange her schedule or plans so that circle time might go more smoothly?

LECTURE: Talk with the students about daily routines which are a part of each child's day at the child care center. Explain that these routines are often the most consistent aspect of the schedule and so give the children a much-needed sense of security. Key Questions: Why does it help for children to know what will happen during the day? What are the basic daily routines?

OBJECTIVE

Use transitions effectively so that children progress smoothly from one event or time period to another.

LECTURE: Talk with the students about transitions. Define the term. Point out that much of the day in the child care center is spent in movement from one activity or event to another. These times are potentially troublesome if not well-planned. [NOTE: A good resource on this topic is an article by Jane Davidson titled "Wasted Time: The Ignored Dilemma" in *Young Children*, May, 1980.] Emphasize the undesirable effects caused by too much waiting time for young children. Children who have to wait too much will often exhibit undesirable behaviors.

ACTIVITY FILES: Ask students to collect songs, finger plays, and other ideas which could be used as transitions. Encourage students to memorize several of the transitions. Students might work in pairs to help each other learn the transitions.

OBJECTIVE

Exhibit flexibility when special events or weather call for changes in the regular routine.

FOLDER EXCHANGE: Use a folder exchange to help students think about the need for flexibility in organizing time. [PREPARATION: On the outside of several file folders write down situations which call for flexibility from the caregiver and children. For example: 1) Al arrives during learning centers time with his mother and a new puppy. Al wants everyone to see the new pet. 2) The local theater has given the children free tickets to the one

o'clock showing of a popular children's movie. 3) It rains the day you planned to cook hotdogs at the park. 4) On the way to the bakery for a field trip, the center car breaks down. 5) During story time, Louis, a child with epilepsy, has a seizure. 6) The fire alarm bell sounds when the children are in the middle of a toileting routine. Inside the folders, place several copies of a sheet with discussion questions such as, "How might the children react?" "What would be the worst thing that the caregiver could do in this situation?" "How will the regular schedule of events be changed?" Leave space for the groups to answer.] Divide the class into groups so that each group has a different folder. Give each group a number. Ask each group to discuss and answer the questions on the enclosed sheet after reading the situation. Give the students about five to 10 minutes for their discussion. After each group has discussed and answered the questions, the recorder should fold the sheet in half so the answers do not show, and write the group's number on the outside. The groups should exchange folders and repeat the same steps. When the second group finishes answering the questions, these students can unfold the previous group's answer sheet and compare answers. Exchange continues until each group has its first folder back.

OBJECTIVE

Discuss the importance of holding regularly scheduled planning meetings in which caregivers plan and prepare experiences for the children.

DISCUSSION: Lead the class in discussing some important questions about planning meetings. Key Questions: Why must caregivers plan environments and activities for children? What is the purpose of a group planning meeting of several caregivers? What happens when one caregiver seems to dominate the group? What happens if one caregiver doesn't care about making plans? How should plans be written down? How could tasks for preparing materials be divided? How may such planning affect the behaviors of children in the group?

CHARTS: Ask students to research and design a chart for recording plans. Students might compare their designs and choose one which would work best for them. Students might interview caregivers to find out what methods they use for recording plans. Charts should include information about the time periods when certain events are to occur, materials needed, purposes of the activity, etc.

ROLE PLAY: Have the students role play a planning meeting of several caregivers. Divide the class into small groups of about three or four. Ask each group to act as if they are the caregivers of a group of children planning the next week's activities. During the week they will need to plan for a field trip, the use of the wading pool, outdoor play, learning themes, and a cooking experience.

Indirect Guidance Unit III Test

DIRECTIONS

For Items 1-22, select the letter of the phrase which best completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

1. _____ A grouping pattern which would most likely contribute to positive interactions is
   A. 30 four-year-olds in a room with two caregivers.
   B. 25 five-year-olds in a room with two caregivers.
   C. 15 two-year-olds in a room with one caregiver.
   D. five infants in a room with one caregiver.

2. _____ Guiding children through planning the environment and daily events is known as
   A. direct guidance.
   B. physical guidance.
   C. indirect guidance.
   D. affective guidance.

3. _____ Learning centers should be arranged so that
   A. noisy and quiet centers are located away from each other.
   B. at least eight children can use a center at one time.
   C. traffic can flow smoothly through the centers.
   D. large motor play centers are located near the exit which leads to the playground.

4. _____ The creative art center should be located
   A. underneath the windows to provide air for drying paintings.
   B. on a carpeted surface to make for more comfortable standing.
   C. near a source of water for ease in preparing materials.
   D. near the block center to encourage cooperative play.

5. _____ Personalizing the child care environment is mainly important for
   A. developing a child's sense of belonging.
   B. enhancing a child's cognitive development.
   C. promoting harmony in the group.
   D. developing good taste in the child.

6. _____ To provide children with a private or individual space in the room a caregiver would
   A. put a bean bag chair in the home living center.
   B. set up a rowboat in the block center.
   C. hang a curtain in front of the art easels.
   D. place a card table tent in the library center.

7. _____ Any child care environment should provide at least
   A. one private or alone area.
   B. two private or alone areas.
   C. three private or alone areas.
   D. one private area for each child.

8. _____ Undesirable behaviors are often fostered in environments where
   A. children must wait for a turn to use the puzzle.
   B. no more than four children can use the block center at one time.
   C. traffic flows around learning centers.
   D. materials are stored near the area where they are to be used.

9. _____ To avoid overcrowding in a child care setting
   A. provide at least one learning center per child.
   B. follow the state licensing standards for child-staff ratio.
   C. use a minimum amount of furnishings in the room.
   D. limit the number of play spaces in the centers.

10. _____ To promote positive behaviors during large group discussion time,
   A. arrange a group of chairs around several large tables.
   B. let the children distribute themselves in a small area.
   C. designate for each child the spot where the child is to sit.
   D. have children sit around a semicircle marked on the floor.

11. _____ A child care center has just received a large wooden construction set from which children can build life-sized structures. The caregiver and a group of four-year-olds are trying to decide where to build their structure on the playground. The area they select should be
   A. near the sandbox.
   B. the concrete porch near the tricycle shed.
   C. away from other activity areas.
   D. the grassy hill.

12. _____ To promote desirable behaviors in a learning center a caregiver would
   A. have designated spaces for shelving the center's materials.
   B. have only one of each type of material to encourage sharing.
   C. arrange the center with both books and table games.
   D. place materials with many parts on a high shelf so the caregiver can supervise their use.

13. _____ One way to maintain children's interest in the environment is to
   A. rearrange the room each week for variety.
   B. continually add new materials to a learning center.
   C. rotate materials used in the center.
   D. limit the use of certain toys on some days of the week.

14. ____ When selecting materials for the manipulative center a caregiver would *not* include
    A. snap blocks.
    B. play dough.
    C. graduated cylinders.
    D. matching games.

15. ____ When planning the daily sequence of events, caregivers should first consider
    A. the balance of indoor and outdoor play.
    B. the developmental needs of the children.
    C. health care routines.
    D. the balance of large group and small group activities.

16. ____ A well-planned daily schedule will meet children's need for security if
    A. large motor and small motor activities are balanced.
    B. the schedule is followed consistently.
    C. some time blocks are alternated from week to week.
    D. children are allowed to decide the sequence of events each day.

17. ____ An activity period just before lunch which would be most responsive to children's needs is
    A. an outdoor play period.
    B. learning centers.
    C. a story time.
    D. a music activity.

18. ____ The following schedule shows the sequence of events for a group of three-year-olds.

    8:00-8:30 Circle Discussion
    8:30-8:45 Large Group Music/Dance
    8:45-9:30 Learning Centers
    9:30-10:00 Snack
    10:00-10:30 Story
    10:30-11:45 Outdoor Play
    11:45-12:00 Preparation for Lunch
    12:00-12:30 Lunch

    The caregiver may be fostering undesirable child behaviors with this schedule because there is *not*
    A. a balance of caregiver-initiated and child-initiated activities.
    B. enough time for the circle discussion.
    C. a balance of large motor activities and small motor activities.
    D. a time period designated for creative art activities.

19. ____ A time period between activities is known as
    A. personal time.
    B. a break.
    C. a transition.
    D. a waiting period.

20. ____ The best way to help children change activities smoothly is to
    A. flash the room lights to gain all the children's attention before announcing a change.
    B. appoint a child to be the group leader.
    C. give the children a warning several minutes before a change.
    D. set a timer to ring when it is time to stop an activity.

21. _____ A big cement truck has arrived to pour a new sidewalk on the playground. It is learning centers time when the children notice the activity outside the window. The children rush to the window to watch, leaving their work behind. In this situation a care giver would
A. end learning centers time early and go on to outside play.
B. allow children to watch and extend learning centers time.
C. remind the children of their tasks and encourage them to return to their centers.
D. draw the blinds so that children will not be distracted.

22. _____ One way to ensure a positive child care experience is for caregivers to
A. make use of a variety of commercially developed early childhood curriculums.
B. make lesson plans the day before.
C. turn in lesson plans to the director for approval.
D. hold regular planning meetings.

DIRECTIONS

For Items 23-25 write a brief response.

23. Explain at least four elements of a daily schedule which should be balanced. How does the balance of these elements affect the behaviors of young children?

24. List at least five ways that learning center spaces can be separated from other areas in the room. Why is it important to clearly identify learning centers?

25. Plan the materials and arrangement of a learning center on the topic of "Nuts." Include purpose(s), a list of materials, and a description of the center's arrangement.

Performance Objectives
Direct Guidance Unit IV

General Guidelines

- Explain the importance of consistency in the use of guidance techniques.
- Determine when it is appropriate to apply direct guidance by observing children's interactions.
- Describe the effects of modeling upon child behaviors.
- Use appropriate communication techniques when guiding young children.
- Use redirection and distraction to guide young children when appropriate.
- Give children appropriate choices as a means of guiding their behavior.
- Establish appropriate limits for infants, toddlers, preschoolers, and school-age children.

Guidance Systems

- Analyze the behavior modification approach to child guidance.
- Analyze the positive induction approach to child guidance.
- Analyze the Systematic Training for Effective Parenting (STEP) approach to child guidance.
- Analyze the Teacher Effectiveness Training (T.E.T.) approach to child guidance.
- Evaluate the effectiveness of each of these guidance systems.

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GUIDANCE SYSTEMS

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Kvols-Riedler, Bill and Kvols-Riedler, Kathy. *Redirecting Children's Misbehavior.* (Behavior modification approach)

Marion, Marian. Guidance of Young Children (Chapters 2, 4, 8-10). (Positive induction approach)

Mead, D. Eugene. *Six Approaches to Child Rearing.*

Suggested Classroom Experiences

General Guidelines

OBJECTIVES

Explain the importance of consistency in the use of guidance techniques.

Determine when it is appropriate to apply direct guidance by observing children's interactions.

DISCUSSION: Discuss with the class the term *consistency* as it relates to the guidance of young children. Key Questions: Why is consistency important in the guidance of young children? What happens when the adults in a child's life are not consistent in their guidance? Does consistency mean you are not flexible? Explain. Is it possible to be too consistent?

CASE STUDIES: Ask students to write two hypothetical situations in which adult guidance behaviors are contrasted. In one case students should describe a situation in which the caregiver acted consistently. In another case they would describe a situation in which the caregiver did not act consistently. Let the students read their cases. Invite the class to discuss each set of situations and the effects it might have on the children involved.

HANDOUT: Give students a copy of Handout 18. This hidden puzzle will help students focus on the different aspects of consistency in child caregiving. Key Questions: In what other areas should caregivers be consistent? [NOTE: The solution to the puzzle can be found in the Answer Key.]

POSTER: Use a poster to list the different ways that a caregiver can respond to a potentially troublesome situation before it happens. [PREPARATION: Prepare a poster similar to the illustration at the left. Each of the caregiver behaviors listed can be used by the caregiver when trying to avoid conflicts between children.] Key Questions: Where do you use these techniques? Will there be times when you might decide to wait and let the children work out their own problems? How do you know when to wait and when to intervene? What other caregiver responses might help prevent trouble before it happens?

STEPPING IN

- Establish eye contact with the children.
- Move closer to the children.
- Speak to the children at eye level.
- Redirect the children.
- Distract the children.
- Wait and see what happens.

DISCUSSION: Ask the class to discuss some of the following questions. Key Questions: Why is it important to allow children the opportunity to work out their own problems? What do children learn when they can solve their own problems? What do children learn if the adults in their lives always step in to resolve conflicts? How is problem solving related to Erikson's development stages of autonomy vs. shame and doubt and initiative vs. guilt?

HANDOUT: Gives students a copy of Handout 19 to give them practice in deciding when a caregiver should intervene. Generally speaking, a caregiver should intervene in children's conflicts only if requested to do so by the children, or if someone or something is about to get hurt. After students have worked through the sample situations, discuss the situations as a class. Key Questions: When a caregiver is asked to help the children solve a conflict, how can the caregiver still help the children solve the problem themselves?

DISCUSSION: Discuss Lab Experiences 25-26 with the class. Ask students to share examples of consistency in caregivers. They can also share observations of young children at play in an attempt to spot trouble before it happens.

JOURNALS: Assign students to keep a journal on their progress in acquiring good direct guidance skills as they work through the following two units. Students should first assess their areas of strength and weakness and set some goals. Each time they have the opportunity to work with young children, they can record a self-evaluation regarding their attainment of guidance skills. At the end of the course, students might write a summary about what they have learned and how they have improved their guidance skills based upon their journal.

OBJECTIVE

Describe the effects of modeling upon child behaviors.

DISCUSSION: Write on the chalkboard a definition of *modeling*: "Learning through the observation of others." Key Questions: What behaviors do young children learn through modeling? What role does modeling play in the development of the infant? Write down some of the student's comments. Next, list some of the following principles which apply to modeling.

1. Children tend to model behavior of significant others (parents, caregivers, siblings, etc.).
2. Children tend to imitate the behavior of a model who is positively reinforced (rewarded) for that behavior.
3. When a model's actions and words conflict, the children tend to imitate the action rather than what they were told.

Discuss each of these statements with the class. Key Questions: What do these facts tell caregivers about guidance of young children.

TRANSPARENCY: Show students Transparency 13 which illustrates the powerful effect of modeling on young children. Key Questions: Why do children model our behaviors? How does the knowledge that children imitate both positive and negative behaviors affect a caregiver's guidance of young children?

TRANSPARENCY: Show students Transparency 14 which illustrates some of the ways that caregivers model appropriate behaviors for young children. Any time a caregiver demonstrates or shows a young child how to do something, the caregiver is modeling. Point out that modeling is a very simple guidance technique that is very effective. By modeling, we show children exactly what we expect and what they are to do.

DISCUSSION: Discuss Lab Experience 27 in which students observed evidence of modeling in young children. After class discussion, one point that should be evident is that most behaviors learned by young children involve some element of modeling.

LECTURE: Review research studies which have investigated the effects of modeling on the behavior of young children. Include information on the role of modeling in Bandura's social learning theory. [NOTE: See *The Developing Child,* Helen Bee, Chapter 10, for a summary and references.]

OBJECTIVE

Use appropriate communication techniques effectively when guiding young children.

HANDOUT: Give students a copy of Handout 20 which lists some ways that caregivers can use positive language with young children.

TRANSPARENCY: Review Transparency 4 from Unit II on concrete and abstract words. Relate this information to the need for caregivers to use simple language when guiding young children.

TRANSPARENCY: Show students Transparency 15 which lists several negatively stated caregiver comments. Ask students to suggest ways that the caregiver could communicate the same thought in a positive way. In the space to the right of each statement, write down a positive statement offered by students.

DISCUSSION: Discuss some of the following questions with the class. Key Questions: How does a caregiver's tone of voice influence the behaviors of young children? What happens to your voice when you are excited, relaxed, or anxious? Ask student to share examples of how an adult's tone of voice influences child behaviors.

POSTERS: Divide the class into small groups. Provide each group with a poster board and felt tip markers. Ask the groups to list on the poster guidelines for being a good listener. Posters might be titled, "Ten Steps to Being a Good Listener" or "Listen Up." It might be helpful to provide several references for the students to review on this topic.

DISCUSSION: Ask students to write down something that a child told them or that they heard a child saying to a caregiver. Collect the papers and write the sentences on the chalkboard. Key Questions: How could the caregiver respond to each child's sentence to let the child know the caregiver was listening? Write down various ways to respond to each sentence. In this way students are practicing reflecting back or asking clarifying questions of children.

ROLE PLAY: Divide the class into pairs. Give each pair a set of situation cards. One person takes the role of the caregiver, the other the role of the child. The pair takes turns acting out each role. The child initiates the conversation by saying the phrase or sentences listed on the situation card. The caregiver is to respond to the child by being a good listener. The child responds back, thus continuing the dialog. The role play continues until the conversation reaches a natural end. [PREPARATION: Use some of the following situations to make cards, or make up your own. Make a set of cards for each group. Situation 1: A three-year-old child approaches the caregiver and says, "You remember when I was a little baby? I couldn't walk. Will I be a baby again?" Situation 2: Five-year-old Mark says, "Justin hit me! He won't let me play with Lim, too. I'm not going to be his friend. Tell Lim to come play with me." Situation 3: After lunch four-year-old Donna asks, "What happens to the food after we eat?" (She is really asking what happens to the food in the serving bowl. This may not at first be apparent to the caregiver.) Situation 4: A 13-month-old who toddles to the snack table with a large doll in tow says, "Baby, snack?" Key Questions: How did you know if you were being a good listener? When you played the child, did you feel that the caregiver was listening to you?

DEMONSTRATIONS: Ask students to prepare an activity for helping young children label feelings. Students can demonstrate the activity in class. Key Questions: How does accuracy in labeling feelings enhance communication? In what ways can caregivers help children communicate feelings?

OBJECTIVES

Use redirection and distraction to guide young children when appropriate.

Give children appropriate choices as a means of guiding young children's behaviors.

DISCUSSION: Write on the chalkboard the terms *redirection* and *distraction.* Discuss the meaning of the terms with the class. When caregivers redirect children's behaviors they are stepping into the situation and gradually leading the children's interactions in a new direction. Distraction on the other hand involves a change of interest initiated by the caregiver. Ask the students to give examples of how these techniques might work. Support their comments with examples of your own.

INTERVIEWS: Ask students to interview several infant and toddler caregivers. Students should ask the caregivers how they use redirection and distraction on a daily basis. In class, have students report on the tips they got from the experienced caregivers. Compile all the tips and list on the chalkboard. The results should be a set of redirection and distraction tips students can use in working with infants and toddlers.

DISCUSSION: Discuss Lab Experience 29 with students. In this lab experience, students observed evidence of the use of redirection and distraction techniques in infant and toddler caregiving situations and in groups of preschool children.

POSTER: Use a poster listing guidelines for giving children acceptable choices to guide their behavior. [PREPARATION: Prepare a poster similar to the illustration at the left.] Point out that when giving choices, it is important to give real choices. Ask the students to give examples of times when redirecting behavior is called for. Write these examples on the chalkboard. Key Question: What acceptable choices in each example could the caregiver give to the child to redirect behavior? For each example, write down several possible statements that the caregiver could make.

CHOICES

- Give real choices.
- Give choices to the child when you want to redirect behavior.
- Give choices that are acceptable to the child.

OBJECTIVE

Establish appropriate limits for infants, toddlers, preschoolers, and school-age children.

BRAINSTORMING: Divide the class into small groups. Give each group a large sheet of paper and a felt tip marker. Ask the groups to brainstorm to identify limits that we have for young children. After the groups have worked for about ten minutes, ask them to analyze their lists. Key Questions: Why do we have limits for children's behaviors? Are all these limits necessary? If you were to classify these limits into types, what types could you identify? How are limits different for infants, toddlers, preschoolers, and school-aged children? What limits do we live by as adult members of society?

POSTERS: Display several posters which list rules for various groups of preschool children in the child care setting. [PREPARATION: Collect several sets of rules from various child care centers. Include both well-made and poorly written sets. Write the rules on poster boards.] In class ask students to examine each set of rules. On the chalkboard classify the rules into one of three categories: rules to protect health, rules to protect property, rules to protect individual rights. Analyze each set of rules and list each rule under the column where it best fits. Key Questions: Which rules do not fit well into one of these categories? Should these rules be revised or eliminated? Are rules stated in positive terms? Are rules worded simply? Are the rules appropriate for the developmental level of the children for whom the rules were established?

HANDOUT: Give students a copy of Handout 21 on establishing rules with preschool and school-age children. The handout gives guidelines on how caregivers can involve the children in establishing classroom rules.

LECTURE: Explain to students the difference in rules established for preschool and school-age children and infants and toddlers. Infants and toddlers need limits but do not need an elaborate set of written rules. Share with students some appropriate limits for infants and toddlers. [NOTE: See references at the beginning of the unit for information on using limits with infants and toddlers.]

DISCUSSION: Discuss Lab Experience 32 in which students worked with a group of preschool or school-age children to establish a set of rules. Key Questions: How will rules differ between groups of preschool children? What rules might be the same in each group?

VIDEOTAPES: Make several videotapes of caregivers using the general principles of guidance in guiding young children. As the tape plays, ask students to note examples of the use of positive language, calm tone of voice, rules, listening effectively, etc. Videotapes are excellent tools for helping students understand guidance techniques. The tapes can be stopped when necessary to focus class discussion on the situation being observed. Videotapes could also be used as an evaluation experience for students.

Guidance Systems

OBJECTIVE

Analyze the behavior modification approach to child guidance.

LECTURE: Prepare and give a lecture on the underlying concepts of the behaviorists' approach to child guidance. Include concepts such as, all behaviors are learned, behavior is controlled externally, and to change or learn new behaviors the environment must be changed. [NOTE: See references at the beginning of the unit for resources on the behaviorists' approach to child guidance.]

DISCUSSION: Write on the chalkboard the word *reinforcer.* Key Question: What is a reinforcer? Explain that a reinforcer is any consequence of a behavior which causes that behavior to increase. There are four types of reinforcers: social, primary, activity, and token. Write these on the chalkboard at the top of four columns. Key Question: What reinforcers can you list under each of these headings? List what students suggest. [NOTE: For example, social reinforcers include praise and attention; primary reinforcers include food and toys; activity reinforcers include extra outdoor play and a game; token reinforcers include stars or chips that can be earned to receive prizes.] Key Questions: Are all of these things reinforcing to all people? Why or why not? Point out that what is reinforcing to one person may not be to another. Give examples.

FELT BOARD: Use felt board figures to support a discussion on the principles of behavior modification. [PREPARATION: Use the felt board patterns shown on Handout 22. Symbols can be cut out of felt or interfacing fabric.] Present each of the diagrams as shown below on the felt board. Discuss the principle being illustrated. [NOTE: The letter B stands for "behavior," R stands for "reinforcer," P stands for "punishment."]

1) B • R+ = B↑

Behavior followed by a *positive reinforcer* increases the behavior. Point out that timing of the reinforcer is critical. It must follow immediately after the behavior.

2) B • R+ = B↓ or R

If the positive reinforcer following a behavior is removed, that behavior decreases or is *extinguished.*

3) B • R- = B↓

Behavior followed by a *negative reinforcer* causes that behavior to decrease. A negative reinforcer is an aversive stimulus which when removed or ceased is reinforcing.

4) B • P = B↓

Behavior followed by punishment causes behavior to decrease.

As you discuss each principle, give illustrations about children and their caregivers using these principles.

TRANSPARENCY: Show students Transparency 16 which illustrates the concept of positive reinforcement. In this sequence, the child is positively reinforced by the caregiver's attention. In the future, the child will be more likely to return toys to the shelf again.

GAME: Play a game with the class to help them practice identifying the consequence of child behaviors. [PREPARATION: Prepare or have each student prepare two flash cards, one with the term *extinction,* the other with the term *reinforcement.*] In class, read each of the following situations to the class. Then ask, "Will the child's behavior be reinforced or extinguished?" In other words, will the behavior increase or decrease? Students hold up the card which they think is correct. Students keep their own score by giving themselves one point for each correct answer.

SITUATIONS

	Behavior	*Response*
1.	Child puts a toy back on the shelf.	Caregiver turns to speak to another child.

SITUATIONS

	Behavior	*Response*
2.	Joe runs down the hall.	Other children laugh.
3.	Armond tells his mother about his field trip.	Mother busy driving and says nothing.
4.	Baby in the restaurant cries.	Walter quickly gives baby a cookie.
5.	Samantha is disrupting the story.	Caregiver tells her to sit by herself and be quiet.
6.	Allen was put to bed clean, dry, and full. He cries to get up.	Parents do not enter the room.
7.	Lisa didn't want to go outside and threw a temper tantrum.	Caregivers says, "If you'll stop making such a fuss you can be the leader."
8.	Quiet Rosa begins telling the caregiver a story and is interrupted by Leslie who starts to tell the caregiver something.	Caregiver listens to Leslie and goes over to have a look.
9.	Robert bites Susan.	Susan cries and screams.
10.	Andrea pushes Margie off the tricycle and rides away.	Margie goes to play on the swings.

[NOTE: You might have the students work in groups to think of other situations and play a second round of the game.]

REPORTS: Ask interested students to research the work of B.F. Skinner. His work has greatly influenced the behaviorist approach to child guidance. Some of this ideas are considered controversial. Key Questions: Do you agree or disagree with Skinner's ideas? Why?

HANDOUT: Give students a copy of Handout 23 which delineates the steps that a behaviorist uses to change a child's behavior.

TRANSPARENCY: Show students Transparency 17 on the effects of punishment. Explain that although punishment has an effective immediate outcome of stopping the undesirable behavior, it has several serious drawbacks. Key Question: How do we punish children?

HANDOUT: Give students a copy of Handout 24 on the use of time-out. Time-out may be a form of negative reinforcement or punishment depending on whether the child can end time-out or must sit through a prescribed amount of time. Key Questions: What are some of the drawbacks of using time-out? How has this technique proven to be effective with young children? How could the use of time-out be harmful? Is time-out appropriate for infants or toddlers? Why?

DISCUSSION: Discuss Lab Experience 33 in which students observed a caregiver and group of children for evidence of behavior modification principles in action.

DISCUSSION: Discuss Lab Experience 34 in which students made a plan for changing a child's behavior or the behavior of an individual with whom they work. In class ask students to report the results of their efforts.

DISCUSSION: Lead the class in discussion of some of the following questions. Key Questions: Do you agree with the behaviorist that all behaviors are controlled by external elements in the environment? Why? What ethical issues are involved in the use of behavior modification guidance techniques? Is it manipulation of the child? What happens to a behavior modification approach when parents or other caregivers do not follow the plan? What value does behavior modification have for the child caregiver?

OBJECTIVE

Analyze the positive induction approach to child guidance.

TRANSPARENCY: Give students a copy of Transparency 18 in which the methods and benefits of the positive induction guidance system are summarized. [NOTE: For detailed information see *Guidance of Young Children* by Marion, Chapter 4.]

BRAINSTORMING: Divide the class into three or four groups. Ask each group to brainstorm and come up with five situations in which a caregiver's guidance would be needed. Groups record their situations. Have the groups exchange situations. The groups then discuss how positive induction could be used by the caregiver in each situation. Groups can continue to exchange their lists of situations and apply the principles of positive induction.

DISCUSSION: Discuss Lab Experience 35 in which students had the opportunity to use positive induction while working with a group of preschool children. Have students share their impressions of the experience. Key Questions: Was it difficult to use this system of guidance? Did you feel it was effective? How did it make you feel?

OBJECTIVE

Analyze the Systematic Training for Effective Parenting Program (STEP) approach to child guidance.

HANDOUT: Give students a copy of Handout 25 which summarizes the STEP approach to child guidance. This system primarily focuses on parenting skills but is applicable to the child caregiver. [NOTE: The best way to familiarize your students with this approach is to use *Systematic Training for Effective Parenting* by Dinkmeyer and McKay. Detailed descriptions of the nine steps are given. You will also find ideas for teaching strategies in this reference.]

TRANSPARENCY: Show students Transparency 19 which summarizes the difference between logical consequences and punishment. Key Questions: What are logical consequences? What role do logical and natural consequences play in the STEP approach to child guidance? How does the use of logical and natural consequences encourage responsible behavior in children?

REPORTS: Ask interested students to investigate the ideas of Alfred Adler. The STEP program was based on this theory of personality development. In class, have students report their findings along with a visual aid to illustrate one of Adler's ideas.

DISCUSSION: Discuss Lab Experience 36 in which students analyzed children's misbehaviors in terms of the goals of misbehavior. Have at least one student share an example of one of the goals of misbehavior: attention, power, revenge, and inadequacy.

OBJECTIVE

Analyze the Teacher Effectiveness Training approach to child guidance.

HANDOUT: Give students a copy of Handout 26 which summarizes some of the key concepts of the Teacher Effectiveness Training approach to child guidance. [NOTE: The best way to familiarize your students with this approach to child guidance is to use Thomas Gordon's *Teacher Effectiveness Training* (T.E.T.) or *Parent Effectiveness Training* (P.E.T.) as a resource. Involve students in classroom strategies which will help them understand and use the elements of this system.]

TRANSPARENCY: Use Transparency 20 to support a discussion of the No-Lose Method of Conflict Resolution. [NOTE: See references cited above for detailed information.]

DISCUSSION: Discuss Lab Experience 37 in which students practice using "I-messages" and important components of Teacher Effectiveness Training.

REPORTS: Ask interested students to review the works of Carl Rogers. Rogers' ideas are reflected in the T.E.T. approach to child guidance. In class have the students report on which of Rogers' ideas are evident in T.E.T.

OBJECTIVE

Evaluate the effectiveness of each of these guidance systems.

CHARTS: Divide the class into four groups. Provide each group with two large sheets of paper and felt tip markers. Assign to each group one of the four representative guidance systems that they have studied: behavior modification, positive induction, T.E.T., and STEP. Ask each group to discuss the strengths and weaknesses of its assigned approach to guidance. Each group lists the strengths of the approach on one chart and the weaknesses on the other. After the groups have finished, invite a spokesperson from each group to share the group's charts.

DISCUSSION: Tape the charts on the wall or chalkboard. Ask students to examine the strengths and weaknesses of all four approaches. Key Questions: How are these approaches similar? What concept or concepts seem to be basic? How are the approaches different? What elements of contradiction are apparent between approaches? Is it better to follow one system of guidance consistently or to use various techniques from each according to the situation? Why do you think so many approaches to child guidance have evolved?

HANDOUT: Give students Handout 27, a crossword puzzle, to help them review what they have learned so far about child guidance. [NOTE: The solution to the puzzle can be found in the Answer Key.]

PUPPET SHOW: Divide the class into four groups. Assign each group one of the four representative guidance systems as a theme. The goal is for each group to plan, make, and perform a puppet show which illustrates a guidance system. Such a show could be aimed at educating parents or other caregivers on how these systems work. Some puppets would be caregivers, some children, and some parents. In class each group will present their show. If possible, the shows might be presented to an actual group of parents along with explanatory handouts. [NOTE: An alternative to puppets would be skits in which students play the parts.]

Direct Guidance
Unit IV Test

DIRECTIONS

For Items 1-22, select the letter of the phrase which best completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

1. _____ The caregiver for a group of four-year-olds always removes a child from the group for hitting. The child must stay in a time-out chair for two minutes each time. The caregiver is being
   A. inflexible.
   B. strict.
   C. consistent.
   D. fanatical.

2. _____ Direct guidance is always appropriate when children
   A. break a rule.
   B. show their anger.
   C. are arguing over toys or equipment.
   D. may be hurt.

3. _____ Inconsistent guidance may cause children to
   A. determine acceptable behaviors for themselves.
   B. develop inconsistent behavior.
   C. become too conforming.
   D. listen more carefully.

4. _____ Victor, a caregiver, tells the four-year-olds to "use an inside voice." When the children get even louder, Victor shouts, "Use an inside voice!" The children will probably
   A. be quiet for a few minutes and gradually get noisy again.
   B. remember to talk quietly inside, because Victor let them know how he felt.
   C. develop a fear of talking loud.
   D. learn what the term "inside voice" means.

5. _____ It is time for the four-year-olds to go inside. Three children have just begun to ride the tricycles for the first time today. The best example of effective communication is shown by
   A. Mary, who shouts from across the yard, "Put the tricycles away. It is time to go inside. Remember to use your inside voices, and to walk when we get inside."
   B. Joe, who says to the children on tricycles, "You just got started and there is only five more minutes until time to go inside. Tomorrow you three may ride first. Now it's time to put the tricycles in the shed."
   C. Manuel, who goes to each child and says, "Put the tricycles up, and get ready to go inside. Be good when you get inside so I'll know you're ready to listen to the story I have picked out for today."
   D. Christina, who says to the children on the tricycles, "Time to get off the tricycles, and put them where they belong. Remember no running and no talking as you go inside."

6. _____ When a caregiver is unsure about what a child is saying, it is best to
   A. pretend to understand, and respond in whatever way seems appropriate.
   B. ignore the child so that she will develop better verbal expression.
   C. ask questions to help the child express himself more clearly.
   D. tell the child to speak up because you can't hear her.

7. _____ During outside playtime, Jerry is kicking the door of the storage shed. His caregiver gives him a ball and tells him he may kick the ball. The guidance technique the caregiver used is
   A. redirection.
   B. regulation.
   C. distraction.
   D. diversion.

8. _____ Monica wants a turn to work on a new puzzle. Peter is working on it when Monica tries to shove him away. The caregiver says, "Monica here is a book you may look at until Peter is finished." This guidance technique is
   A. redirection.
   B. regulation.
   C. distraction.
   D. diversion.

9. _____ Giving a child choices between acceptable behaviors is one effective way to
   A. redirect the child's behavior.
   B. reinforce negative behavior.
   C. extinguish the child's negative behavior.
   D. reduce acceptable behaviors.

10. _____ When children are involved in establishing rules
    A. they are more likely to misbehave.
    B. they probably will remember the rules better.
    C. each child should contribute one idea for a rule.
    D. it is best if the caregiver does not share ideas about what the rules should be.

11. _____ A meeting of all the caregivers in a center to discuss what rules are needed
    A. helps to make sure guidance is consistent.
    B. helps the caregivers decide which type of punishment is most effective.
    C. is unnecessary, and just takes up time.
    D. would not allow enough input by children.

12. _____ Rules for preschool children
    A. do not need to be written down because the children cannot read.
    B. should include only a few simply stated limits.
    C. should include whatever the children suggest.
    D. should be remembered without review after being introduced.

13. _____ Limits for infants and toddlers
    A. are unnecessary.
    B. should be posted at the children's eye levels.
    C. are simpler than rules for older preschool children.
    D. require more planning than rules for older preschool children.

14. _____ Behaviorists believe that
    A. behavior is controlled externally.
    B. behavior is controlled from within the child.
    C. children learn new behaviors when they are developmentally ready.
    D. the environment is secondary in changing behavior.

15. _____ For a positive reinforcer to be effective it must
    A. be something the child dislikes.
    B. immediately follow the desired behavior.
    C. be delayed until the behavior is seen several times.
    D. be unexpected by the child.

16. _____ A negative reinforcer
    A. increases a behavior.
    B. decreases a behavior.
    C. is not a useful guidance technique.
    D. causes negative behavior.

17. _____ Token reinforcers
    A. are the same as primary reinforcers.
    B. may be stars or stickers.
    C. are the same as delayed reinforcers.
    D. may be games or favorite activities.

18. _____ Primary reinforcers
   A. are the first rewards children receive for a behavior.
   B. include praise and attention.
   C. are the same as token reinforcers.
   D. may be games or favorite activities.

19. _____ Logical consequences differ from punishment in that
   A. logical consequences are less effective than punishment.
   B. logical consequences are directly related to an undesirable behavior.
   C. punishment is more effective in changing behavior over a longer period of time.
   D. punishment encourages more responsible behavior.

20. _____ Positive induction is a guidance technique in which
   A. children learn to reason and accept responsibility.
   B. adults decide on certain rules and are consistent in reinforcing the rules.
   C. children follow adult directions to avoid punishment.
   D. adults do not become involved in the children's conflicts.

21. _____ Three-year-old Sal rides his tricycle into the fence and is told to ride away from the fence. However, he again rides into the fence. At this point, the caregiver removes Sal from the tricycle. Sal is told he may not ride the tricycle again that day. This discipline technique is an example of
   A. a positive reinforcer.
   B. logical consequences.
   C. a logical reinforcer.
   D. positive induction.

22. _____ A negative behavior is extinguished when
   A. the child is punished in a consistent manner.
   B. the behavior is not reinforced.
   C. the behavior is negatively reinforced.
   D. the child does as she pleases.

DIRECTIONS

For Items 23-25 write a brief response.

23. Compare Teacher Effectiveness Training with Systematic Training for Effective Parenting. How are they alike and how are they different?

24. List four communication skills, describe each, and explain why each is important in the guidance of young children.

25. Name and explain five general guidelines for using direct guidance with young children.

Performance Objectives Strategies Unit V

Promoting Desirable Behaviors

- Use appropriate guidance techniques to promote prosocial behaviors in young children.
- Use appropriate guidance techniques to promote the development of self-control in young children.
- Guide children in developing appropriate means of interacting with others.

Coping with Undesirable Behaviors

- Explain ways aggressive behaviors develop in young children.
- Outline strategies to prevent and curb the development of aggressive behaviors.
- Demonstrate strategies to use when responding to aggressive behaviors in young children.
- Use appropriate guidance techniques to change other behaviors deemed undesirable in the individual child.

Guiding Behaviors Associated with Certain Events

- Use a variety of guidance techniques to help make the best use of learning center play.
- Use appropriate guidance techniques during rest or naptime.
- Use appropriate guidance techniques during meals and snacks.
- Use appropriate guidance techniques during health care routines.
- Use appropriate guidance techniques during large group activities led by the child caregiver.
- Use appropriate guidance techniques during field trips.

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COPING WITH UNDESIRABLE BEHAVIORS

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Suggested Classroom Experiences

Promoting Desirable Behaviors

OBJECTIVE

Use appropriate guidance techniques to promote prosocial behaviors in young children.

TRANSPARENCY: Review Transparency 5 from Unit II on the types of prosocial behaviors. Ask students to recall the definition of prosocial behavior.

PICTURE FILES: Ask students to collect pictures which illustrate prosocial behaviors. They should try to get an example for each type of prosocial behavior. Pictures could then be neatly mounted and laminated. On the back of each a list of concepts and discussion questions can be noted for use with young children.

ACTIVITY FILES: Ask students to develop or find several learning experiences which promote prosocial behaviors appropriate for young children. Students can use the form provided on Handout 28 to record their experience plans. A sharing session can be scheduled in class for students to exchange and copy each other's ideas.

DEMONSTRATIONS: Have students prepare and demonstrate a learning experience for young children which focuses on one of the types of prosocial behaviors. Students can record their experience plans on the form provided on Handout 28. You might make copies of all the experiences so that other students can add them to their activity files. For each experience shown, ask observing students to point out the concepts the children might learn.

DISCUSSION: Divide the class into small groups. Ask each group to discuss some of the following questions after telling them about an old research study of Hartshorne and May. In 1922 Hugh Hartshorne and Mark May, professors of religious education and psychology respectively, were asked to find out how morality was being taught and to what effect. They observed thousands of children of varying ages in situations that showed the children's level of moral development. Their findings indicated that children who belonged to organizations which sought to instill morals, such as honesty, were no different from children who did not belong. Membership in a Sunday school program was related to honesty. Attendance, however, seemed to make no difference. Children who attended regularly were no more honest than those who did not. In general, it seemed that moral instruction made little difference in children's moral behavior. [NOTE: Hartshorne and May's original works were published in *Studies in the Nature of Character,*

1928, in three volumns.] Key Questions: What explanations might you offer for Hartshorne and May's findings? How do you think moral education was provided in the 1920's? What are better ways to promote moral behaviors in young children? What role does modeling play in the development of moral or prosocial behaviors? Is moral development dependent on cognitive development? Why?

GAME: Contrast the effects of cooperation and individual competition by playing the following game. First divide the class into two groups: Group A and Group B. Send Group B out of the room into another area. Give each person in the group a copy of the problem to be solved on Handout 29. Group A is told that they can work together to solve the problem and come up with a group decision. Group B, however, is told that they must solve the problem independently and that the person with the best score wins. Give each group about 15 minutes to complete the problem. Bring both groups back together again. Give students a copy of the correct answers found on Handout 30. Students then score their own paper according to the directions on the answer sheet. On the chalkboard write down the scores of each individual in Group B and find the average score. Next write down the score of Group A. In the majority of cases, the score of the group which cooperated will be better (lower) than the group which competed individually. Key Questions: Why do you think the group that worked together got the best score? What role did previous experience or knowledge play in the ability to solve this problem?

DISCUSSION: Discuss Lab Experience 39 in which students worked directly with young children to promote prosocial behaviors. Ask students to comment on how effective they felt their efforts were.

OBJECTIVE

Use appropriate guidance techniques to promote the development of self-control in young children.

GAME: Play a game of Simon Says with the class to introduce the topic of self-control. Play until everyone is out. To make the game more challenging for adults, let the leader actually perform the motions as they are called and keep the pace fast. Key Questions: How did you control or fail to control your movements? What were you thinking about as you tried to play the game? How did the leader's modeling affect you? What does a game such as this tell you about self-control in young children?

DISCUSSION: Divide the class into several small groups. Give each group a card which describes a common type of children's game in which self-control is featured. [PREPARATION: Use games such as Red Light/Green Light, Simon Says, or Freeze Tag. Write a description of each game on a note card as well as an

indication of the developmental level of children who play the game.] Ask each group to make up some variations of the game they are given. Give groups about 20 minutes to brainstorm and record their new games. Groups then report to class the new versions. Playing some of the games might also be a change of pace.

CAREGIVER-MADE MATERIALS: Have students make some board games which are appropriate for young children. Assign students to make a certain number of games. Have a game day or night for one of your classes and let students use the games they have made. If possible, materials might be provided in class for students to make games. [NOTE: An excellent resource for this activity is *Group Games in Early Education* by Kamii and DeVries.] Key Questions: What do young children learn from playing board games? What are some good games for young children? How can the elements of winner and loser be minimized?

ACTIVITY FILES: Ask students to add experiences which would promote the development of self-control in young children to their activity files. The form on Handout 28 can be used to record activity ideas. During class, plan time for sharing.

DISCUSSION: Discuss Lab Experiences 42 and 43 in which students conducted experiences with young children which encouraged self-control. Ask students to share some of their insights.

OBJECTIVE

Guide children in developing appropriate means of interacting with others.

HANDOUT: Give students a copy of Handout 31 which lists strategies that caregivers can take to promote positive conflict resolution. Key Question: What examples can you give which illustrate each of these strategies?

DISCUSSION: Discuss Lab Experience 44 in which students practiced guiding young children to promote positive interactions. Ask students to share some of their concerns about their skills in this area.

FOLDER EXCHANGE: Use folders with discussion questions to help students identify effective ways to guide children in positive interactions. [PREPARATION: Using a felt tip marker, write down on the outside of several file folders some common situations in which children may need guidance. Write one situation per folder. Some possible situations are: Kevin and Alice are both wanting to swing at the same time; Lila hits Tony to get a toy back for Rhonda; Jimmie wants to use the table blocks next but just stands and watches; or Margaret complains to the caregiver that Bret won't leave her alone. Think of situations in which children are needing appropriate means of interacting with others. Inside the folders place several copies of a sheet with discussion questions such as: "Should the caregiver

intervene?" "What would be the most appropriate response for the child to make?" "What would be the most appropriate response for the caregiver?" "What would be the worst thing the caregiver could do?" Leave space for groups to write their answers.] Divide the class into groups so that each group has a different folder. Give each group a number. Ask each group to discuss and answer the questions on the enclosed sheet. Give the students five to 10 minutes for their discussion. After each group has discussed and answered the questions, they are to fold their sheet in half so the answers do not show, and write down the group's number on the outside. Have the groups exchange folders and repeat the same steps. When each group finishes answering the questions, they can unfold and compare their answers to those of the previous group(s). The exchange continues until each group has had a chance to discuss each folder.

Coping with Undesirable Behaviors

OBJECTIVES

Explain ways aggressive behaviors develop in young children.

Outline strategies to prevent and curb the development of aggressive behaviors.

Demonstrate strategies to use when responding to aggressive behaviors in young children.

LECTURE: Define the term *aggression* as found in one of the references. Discuss the different types of aggression: *instrumental* and *hostile*. Ask students to give examples of each type of aggressive behavior. Key Questions: How can you tell the difference between instrumental and hostile aggression? What is the difference between aggressiveness and assertiveness? What type of aggression is most common among young children?

TRANSPARENCY: Show Transparency 21 which illustrates the factors that lead to the development of aggressive behaviors in young children. Aggressive behaviors often result as a response to a frustrating situation. Children act in ways that they have seen others act, that is, they model aggression. Aggression is often rewarded when the child gets what was wanted. Finally, aggression is fostered when it is punished by aggression, such as a spanking.

ABSTRACTS: Use abstracts of current research articles to stimulate small group discussions on aggression. Include articles on sex differences, the effects of modeling, television, and parenting styles. [PREPARATION: Make several copies of the abstract so that each member of the group can have one. Attach some discussion questions to copies of the article.] Divide the class into small groups. Give each group one copy of the article describing research on aggression with the attached discussion

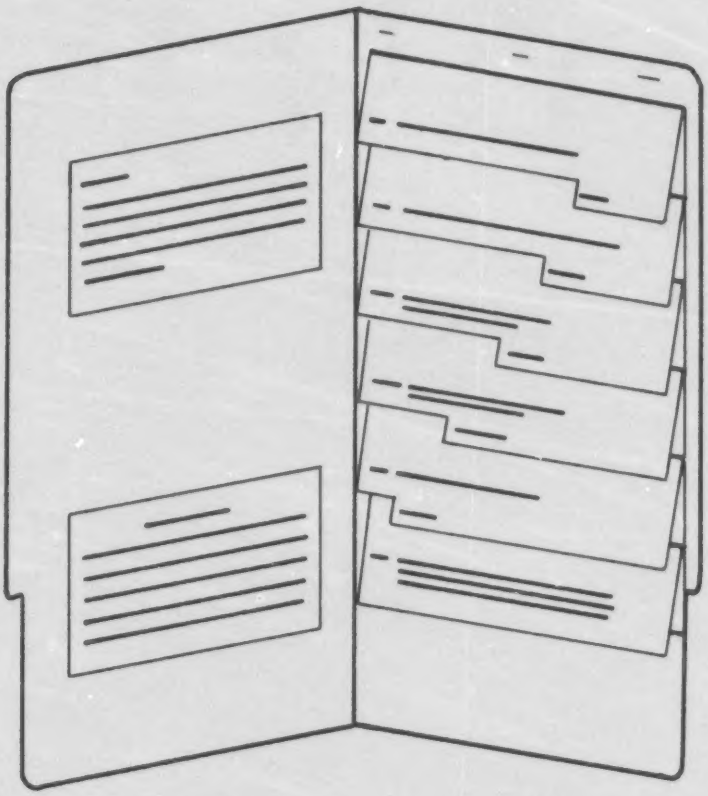
questions and enough abstracts for each person to have one. Give students time to review the abstract and discuss the questions. After groups are finished, ask for a spokesperson from each group to report on their discussion.

RESEARCH: Encourage interested students to review research on the effects of television on aggressive behavior in children. Ask them to select one particularly interesting article and write a summary of the concepts presented. In class let students report on their findings. Key Questions: Does television cause an increase in aggressive behaviors? Why or why not? Do you think violence on television should be banned? What can caregivers and parents do to minimize the effects of television violence on young children?

EXPERIMENT: Involve students in an informal experiment to observe for the effects of television on aggressive behavior. Ask parents to write down what television programs their children viewed the evening before. During the morning observe or have the caregiver observe one child who watched a program noted for violence and one child who did not watch such a program. Describe the behavior of each child. Key Questions: Was there a difference between the behaviors of the two children? Were more instances of aggression noted in the child who watched the program with violence? If so, what other explanations might account for the aggressive behaviors? [NOTE: Some students who are currently working as caregivers might carry out this experiment for a week, recording the programs watched by the children and their behaviors the morning after.]

DISCUSSION: Discuss Lab Experience 45 in which students observed aggressive acts of young children. Key Questions: What were the most common types of aggressive acts? Were boys or girls more aggressive? What role did the environment play in promoting the aggressive behaviors?

TAB DEVICE: Use a tab device as an independent learning activity to promote student's awareness of appropriate responses to children's aggressive behavior. [PREPARATION: Using a file folder, prepare a tab device. One the left side of the inside of the folder glue "Directions" and "Problem." On the right side, glue tabs with possible solutions. Underneath each tab, glue an evaluation of that choice. See the illustration on the following page.]



DIRECTIONS: Read the "Problem." Read all the possible solutions. Select the solution which seems best. There may be more than one good choice possible. After you choose a solution, raise the tab and read the evaluation of your choice. If you did not choose an appropriate solution, you will be told why your choice was not appropriate. Make another choice.

PROBLEM: Monica is going to the slide and arrives just behind Alfredo. As Alfredo starts to climb Monica pulls him down by his belt and climbs in front of him. Alfredo jumps up and hits Monica in the back. Monica cries. Alfredo is about to get on the slide when the caregiver arrives on the scene. The caregiver had witnessed the encounter from across the play yard. How should the caregiver respond?

SOLUTION 1: The caregiver says, "Monica, you started this. see what you get!"

EVALUATION: Placing blame is not going to help the situation. It only tells Monica that Alfredo's returned aggression was justified. Choose another solution.

SOLUTION 2: The caregiver says to both children, "Remember our rule about hurting each other? Go to the time-out area. You can return to the slide when you can remember not to hurt each other."

EVALUATION: A brief time-out as a consequence to violating a rule is an acceptable solution. The time-out was applied immediately after the agressive acts. Both children suffered the same consequence.

SOLUTION 3: The caregiver should not intervene but let the children try to resolve the conflict on their own.

EVALUATION: Ignoring aggression is the same as telling the children such behavior is acceptable. This will cause aggression to increase and in this case, Alfredo will be rewarded because he will get to go down the slide first. Choose another solution.

SOLUTION 4: The caregiver has both children move down from the slide. "I know you both want to be first, but I can't let you hurt each other. Alfredo was angry when you pulled him down Monica. And Monica was hurt when you hit her, Alfredo. How can you decide who will go down the slide first in a better way?"

EVALUATION: The caregiver is using induction with the children, trying to help them see how their behavior affects each other. She also involved them in thinking of a better way to solve their conflict. This was a good choice.

SOLUTION 5: The caregiver says, "Alright, Alfredo and Monica, you can't have dessert at lunch today. You are not supposed to fight."

EVALUATION: The use of food to punish undesirable behavior is not a good choice. Punishment such as this is not related to the act and it does not follow immediately after the undesired behavior. Choose another solution.

[NOTE: You might make several such tab devices with typical aggressive behavior problems. Students can use the tab devices in a learning center situation.]

OBJECTIVE

Use appropriate guidance techniques to change other behaviors deemed undesirable in the individual child.

FLIP CHART: Use a flip chart to lead a discussion on the problem solving approach to changing children's undesirable behaviors. [PREPARATION: Prepare a flip chart using a large newsprint tablet

or several sheets of poster board. On each page write down one of the steps in the problem solving sequence: 1) identify the problem, 2) explore possible solutions and make a plan, 3) carry out the plan, and 4) evaluate the plan.] Discuss each step. Ask students to give several examples of specific undesirable behaviors that they have observed. Write these down on the flip chart under the first step. Continue to the next step and follow through with the same examples given. Explore possible solutions and make a plan. Continue through the rest of the steps. Key Questions: Why is the problem solving approach effective? What factors contribute to the success of any plan? What do you do when your evaluation tells you that the plan did not work well?

DISCUSSION: Give each student a note card on which to write one behavior problem that she or he has observed in young children. Collect the cards. Read the cards one at a time to the class. Involve the class in discussing the problems, possible solutions, and how the various solutions might work. Be sure to discuss why the child's behavior is a problem and what factors might need to be known before a plan could be made.

CHART: Give students a copy of Handout 32. In the left-hand column are listed several typical undesirable child behaviors. Divide the class into several small groups and ask each group to brainstorm to complete the rest of the chart. The groups then share their discussion. Other class members can evaluate the appropriateness of the solutions. Students can save this chart for future reference. [NOTE: Several blank spaces are left at the end of the chart for students to record and discuss other undesirable behaviors.]

DISCUSSION: Discuss Lab Experience 46 with the students. Ask several students to share the plans that they proposed for changing a child's undesirable behavior. Ask other students to react and give feedback on how well they think the plan might work.

TRANSPARENCIES: Show students Transparencies 22-24. This series of transparencies describes some caregiver behavior patterns which foster undesirable behaviors in young children. Ask students to think of other patterns of behavior which have a negative effect on child guidance.

JOURNALS: Ask students who have kept a personal journal as they learned about good guidance techniques to write a summary. Key Questions: What goals did I set for myself? Did I achieve my goals? What have I learned? What are my strengths and weaknesses? In class some students might like to share some of their insights.

Guiding Behaviors Associated with Certain Events

OBJECTIVE

Use a variety of techniques to help make the best use of learning center play.

TRANSPARENCY: View Transparency 25 which illustrates three ways to indirectly guide young children during learning centers time. (1) A choice board can be used to help children select the center where they wish to play as well as to limit the number of children in a center. A peg board with hooks is provided where the child hangs his or her picture tag in the column of the learning center where the child wishes to play. (2) Clothespins can be kept on a card at the entrance to a learning center. Each child takes a clothespin and pins it on his or her own clothing. When all the clothespins are gone this means that the center is full. When a child leaves the center the child places the clothespin back on the card. (3) A hook and loop fabric display can be used by children too young to easily manipulate clothespins. When a child enters a center he or she removes the child figure and places it in one of the circles. The number of circles represents the maximum number of children who can play in the center at one time. When leaving the center, the child moves the figure to the space beside the circles. Empty circles indicate a vacancy in the center.

CONSTRUCTIONS: Ask students to make one of the center organization systems shown in the transparency used above. Students may wish to think of and create original systems. Students already working as caregivers can put their system to work. In class have students share new ideas or tell about how the system worked with their groups of children.

DISCUSSION: Discuss Lab Experience 47 in which students observed a caregiver guiding young children during learning centers time. Key Questions: What different techniques used by the caregivers were observed? Were caregivers participators, spectators, or resource persons?

BRAINSTORMING: Divide the class into several groups. Provide each with a large sheet of paper or poster board and felt tip markers. Ask the groups to discuss ways of involving the shy or reluctant child in learning center play. After the groups have discussed and recorded their ideas, share them among the groups.

CASE STUDY: Read the following case study to the class. Edward had just attended a lecture on the elimination of sex-biased materials and teaching practices for child caregivers. Indeed, he had noticed that the boys almost always played in the block center and most of the girls played frequently in the dramatic play center. Key Questions: What can Edward do to encourage nonsex-biased use of these two learning centers? What direct and indirect guidance techniques might he use?

TRANSPARENCY: Show Transparency 26 on guidelines for guidance of children in the dramatic play center. Review each of the tips. Key Questions: What additional guidelines can you suggest? Which of these guidelines involves direct guidance? Which involve indirect guidance?

TRANSPARENCY: Show Transparency 27 which lists suggestions for guiding children in the art center. Review each guideline. Key Questions: What additional guidelines can you suggest? Which of these guidelines involves direct guidance? Which involve indirect guidance?

CHARTS: Ask students to prepare charts for other learning centers. The charts should list guidelines for guiding young children similar to those on the transparencies used in the activity above. Students should include the manipulative, science, listening, library, block, sand play, and water play centers. Students might develop their lists independently and then check the lists against a partner's. If copies of the transparencies used above are given to students, they can add their lists to these guidelines in their notebooks.

POSTERS: Provide each student with several small poster boards and some felt tip markers. Ask each student to prepare labels or signs for several learning centers. These labels would describe the kind of play or learning that should occur as children play in that center. Such labels inform parents and visitors about the value of learning center play. Students should prepare posters that are attractive enough to use.

OBJECTIVE

Use appropriate guidance techniques during rest or naptime.

TRANSPARENCY: Show students Transparency 28 which lists some tips for making nap or rest time a pleasant experience for children. Review each guideline. Ask students to share other ideas they have read or heard about that might also be effective techniques.

DISCUSSION: Discuss Lab Experience 49 in which some students observed a rest or nap time. Key Questions: How did the caregivers use direct and indirect guidance? What kinds of problems were common in the situations observed?

ACTIVITY FILES: Ask students to prepare a list of music or recordings appropriate for creating the right naptime atmosphere. Students can find such information in catalogues, at the library, at local stores, or from experienced caregivers. If possible, have students bring in examples of the music they have found to share with the class.

DISCUSSION: Use the inner and outer circle discussion technique to stimulate a discussion of the following statement: "All children in child care should take a nap each day." [NOTE: The procedure for this discussion technique is described on page 12.]

LECTURE: Share with the students some information about the importance of rest time and naps for infants and toddlers. Point out ways that caregivers can guide children at these times. [NOTE: See references at the beginning of the unit for more information.]

OBJECTIVE

Use appropriate guidance techniques during meals and snacks.

TRANSPARENCY: Give students a copy of Transparency 29 which lists some guidelines for meals and snacks. Review each point with the students. Be sure students understand why food should never be used as a reward or punishment. Also explain why forcing children to eat foods they do not like is unwise. Suggest alternative ways to encourage children to try new foods.

DISCUSSION: Discuss Lab Experience 49 in which some students observed snack or mealtime. Key Questions: What type of guidance techniques were used? How were children involved in the eating experience? In what ways could the situation you observed be improved?

FOLDER EXCHANGE: Use folders with discussion questions to help students identify ways to respond to mealtime behaviors of children. (PREPARATION: Using a felt tip marker, write down on the outside of several file folders mealtime behaviors of children. Some possible behaviors are: the child uses a quiet voice at the table, the child tells an interesting family story, the child says "please," the child drops a spoon on the floor, the child refuses to eat, the child uses a loud voice, the child drops a plate on the floor, etc. Inside the folders place several copies of a sheet with discussion questions such as: "In what ways can the caregiver respond to this behavior?" "Why might the child behave in this way?" "What caregiver responses might cause a change in the behavior?" "What caregiver responses would cause the behavior to continue?" Leave space for the groups to write their answers.] Divide the class into groups so that each group has a different folder. Give each group a number. Ask each group to discuss and answer the questions on the enclosed sheet. Give the students five to 10 minutes for their discussion. After each group has discussed and answered the questions, they are to fold their sheet in half so the answers do not show, and write their group number on the outside. Have the groups exchange folders and repeat the same steps. When each group finishes answering the questions, they can unfold and compare the answers to those of the previous group(s). The exchange continues until each group has its first folder back.

FELT BOARD: Ask students to prepare a felt board experience for young children which would focus on table manners. Encourage students to research references to find out what table manners can be realistically fostered in young children. In class students can share their experiences and felt board patterns with other students. Provide copies of the Experience Plan Form (Handout 28) so that students can record each other's ideas.

FIELD OBSERVATIONS: Suggest that several students make random observations of parents and their children eating in restaurants. Observations should be subtle so as not to offend. After students have observed a situation, they can write up their notes at home. Students reporting to the class give examples from their observations of what types of guidance techniques were used by parents and how they affected the children. Key Question: What happens when parents and caregivers use different techniques for guiding mealtime behaviors?

OBJECTIVE

Use appropriate guidance techniques during health care routines.

DEMONSTRATION: Ask students to prepare and give simple demonstrations on teaching young children basic health habits. In class let students give their demonstrations. One student might demonstrate how to teach children to brush or comb their hair, another to brush teeth, etc. Key Question: Once children have been shown how to groom themselves, how can these practices be reinforced? Point out that good health care practices call for each child to have individual grooming supplies.

DISCUSSION: Discuss Lab Experience 49 in which some students observed caregivers' guidance of young children during health care routines. Key Questions: What type of guidance techniques did you observe? Were the techniques direct or indirect? What approaches seem to be most effective when guiding children's health routines?

REPORTS: Ask interested students to research the Montessori approach to child education, paying special attention to the practical life exercises. Key Questions: What are the practical life exercises? What purpose do they serve? What techniques would be useful for teaching children health habits? In class have students present their reports and demonstrate some of the practical life exercises.

POSTERS: Ask students to make posters to display in the restroom which would help remind children about good toileting habits. For example, a simple illustration of a child flushing, washing hands, lifting the seat for boys, putting towels in the wastebasket, etc. In class students can share their posters.

HANDOUT: Give students a copy of Handout 33 which summarizes the toilet learning process. Discuss the importance of good attitudes and effective guidance from the child caregiver during this time. Key Questions: What role do parents play in this important time? How do caregivers and parents work together?

FINGER PLAY: Teach students the following finger play to use while children are washing their hands.

This little hand is a good little hand.
This little hand is her brother.
They're both so nice and clean,
So fit to be seen,
Because each one washes the other.

Ask students to find or develop similar finger plays or songs to use in guiding health care routines. Provide class time for sharing ideas.

CASE STUDY: Read the following case study: Sandra's three-year-olds shared a common bathroom with the four-year-olds in the next room. Children were allowed to go to the bathroom as needed. Often the children were gone for longer than Sandra thought necessary. After investigating, she found that two things were happening. Several children were enjoying washing their hands with soap several times and playing with the bubbles in the sink. Also some friendships were developing between several of the children in her room and the room next door. Key Questions: Why is Sandra concerned? What can she do about this situation?

OBJECTIVE

Use appropriate guidance techniques during large group activities led by the child caregiver.

TRANSPARENCY: Give students a copy of Transparency 30 which summarizes guidelines on leading large group activities. Review each point with students. [NOTE: Children younger than three need 10 minutes or less in a large group activity.]

DISCUSSION: Discuss Lab Experience 47 in which students observed a caregiver during a large group activity. Key Questions: What techniques were used? How did the children respond? If a caregiver had difficulty in maintaining control of the group, how was it handled?

FINGER PLAYS: Teach students the following finger plays which are useful during a large group time.

These are grandma's glasses. (Make glasses over the eyes with thumb and index finger.)
This is grandma's hat. (Make a hat over the head with both hands.)
This is the way she folds her hands. (Fold hands together.)
And rests them just like that. (Rest hands in lap.)

I'll wiggle my fingers,
And wiggle my toes.
I'll wiggle my arms.
And wiggle my nose.

And now that all the wiggle's out,
We'll listen to what circle's about.
(Children do motions as the verse is said.)

Open wide your little hands,
Now squeeze them very tight.
Shake them, shake them very loose,
With all your might.
Climb them slowly to the sky.
Drop down like gentle rain.
Go to sleep my little hands,
I'll waken you again.

Ask students to find or develop other finger plays or songs that might be used during a large group activity. [NOTE: For more ideas on using transitions and finger plays, see Larson, et al., *Let the Kids Do It, Vol. I.*]

LECTURE: Talk with students about the importance of carefully planning large group experiences. Such planning ensures that children will not be idle waiting for action. Planning means that all the needed materials will be ready beforehand. Students can use the Experience Plan form on Handout 28 for recording plans for large group experiences.

DISCUSSION: Invite students to share their experience of conducting a large group activity with young children (Lab Experience 48). Students might benefit from learning of common feelings and problems. Key Question: What role does confidence play in a successful large group experience?

DEMONSTRATIONS: Ask students to prepare and demonstrate large group music or dance experiences in class. Key Questions: What special concerns might caregivers have about large group music experiences? Why is music and dance so enjoyed by young children? How long should such experiences be?

OBJECTIVE

Use appropriate guidance techniques during field trips.

DISCUSSION: Review guidelines about planning successful field trips. These are given in the student lab manual along with Lab Experience 50. Ask students to report on the field trip they took with a group of young children.

FIELD TRIPS: Arrange to take your students on field trips to appropriate places for young children in your locality. Very often, such field trips are firsts for students. If appropriate, students might help make arrangements or decide on the places they would like to go. After the field trip, have students write down what learning outcomes would be possible for young children.

Strategies
Unit V Test

DIRECTIONS

For Items 1-22, select the letter of the phrase which best completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

1. _____ As children grow older, they are more capable of prosocial behaviors because older children are
   A. more egocentric.
   B. less egocentric.
   C. physically more coordinated.
   D. around other children more often.

2. _____ Justin and Julie are helping each other build a sand tunnel. The caregiver says, "You two are cooperating nicely when you help each other." The caregiver is using a technique to promote prosocial behavior known as
   A. modeling.
   B. reinforcement.
   C. labeling.
   D. extinction.

3. _____ The guidance technique used by a director who helps a caregiver prepare a bulletin board is
   A. modeling.
   B. reinforcement.
   C. labeling.
   D. extinction.

4. _____ Group games in which children must follow rules are effective in promoting
   A. self-control.
   B. independence.
   C. eye-hand coordination.
   D. competition.

5. _____ The caregiver who is responding appropriately to the feelings of the child is
   A. Beverly. At the easel Danny spills a few drops of paint on his shoes. "Oh, no! My new shoes have paint," he says. Beverly looks and says, "It is better to wear old shoes to the child care center. That way your good shoes are not ruined."

B. Larry. Dustin is waiting a turn to swing. A ball rolls by and he turns to chase it for the other child. When he turns back to the swings, he sees that he missed his chance to take Lilly's place. Noticing Dustin's face, Larry says, "Gee, Dustin. You must be disappointed that you missed a chance to swing. Let's ask Mirna how many more times she's going to swing before your turn."
C. Floyd. Belinda shares in circle time that her cousin is visiting at her house. "I hate Dotty when she comes. She has to sleep with me and gets all my toys," Belinda says. Floyd responds, "Belinda, you shouldn't say you hate someone. You're supposed to enjoy your cousin."
D. Winifred. Winifred's group is preparing for a field trip. The children in the room are laughing and moving around excitedly as they put on their coats. Winifred comes in and says so all can hear, "OK! Are you ready! Let's hurry to the bus." All the children rush for the door at once.

6. _____ In a situation in which two children are in conflict over the division of building blocks, a caregiver using positive conflict resolution would
A. remove the children from the block center and send them to play in another center.
B. divide the blocks evenly for the children.
C. tell the children that if they do not share, they will have to play somewhere else.
D. help the children reach a compromise.

7. _____ Neal is teasing the children in the dramatic play center. Joseph, one of the children in the center, takes Neal by the hand and tries to lead him out of the center. Neal kicks Joseph in the leg. This is an example of
A. accidental aggression.
B. hostile aggression.
C. instrumental aggression.
D. intentional aggression.

8. _____ Lana throws sand at Edgar and takes away his shovel and funnel. This is an example of
A. accidental aggression.
B. hostile aggression.
C. instrumental aggression.
D. intentional aggression.

9. _____ Aggressive behaviors are
A. a result of genetic makeup.
B. caused by inadequate parents.
C. primarily learned.
D. usually related to food allergies.

10. _____ One of the most effective ways to counteract aggressive behavior is to
    A. promote positive interactions.
    B. prevent children from watching too much television.
    C. immediately follow aggressive acts by a punishment.
    D. ignore the aggressive behavior.

11. _____ When aggressive behaviors are ignored, the children will
    A. gradually stop acting aggressively.
    B. quickly learn that aggression does not pay.
    C. gain more respect for the caregiver.
    D. continue to act aggressively.

12. _____ Watching television may have an impact on the development of aggression because
    A. children are taken away from other more useful activities.
    B. children view models of aggression.
    C. it leads to frustration.
    D. it creates passivity in children who usually become the victims of aggression.

13. _____ One strategy for changing the behavior of a child who tattles is to
    A. use the time-out-chair.
    B. ignore the child as much as possible.
    C. investigate what the child is reporting.
    D. ask another child if what was reported is true.

14. _____ When asked often enough a caregiver eventually gives in to the children's requests. Such a caregiver's behavior pattern results in
    A. children continuing to pester the caregiver.
    B. the development of determination in young children.
    C. spontaneous activities.
    D. children learning to ask for help.

15. _____ A caregiver behavior which results in undesirable child behaviors is
    A. consistently enforcing the limits.
    B. speech inconsistent with actions.
    C. carrying out promises made.
    D. undue attention to positive behaviors.

16. _____ To encourage children to play in a variety of learning centers, the caregiver could
    A. assign centers and rotate children during the morning.
    B. place a picture of the child in the center where the child will begin.
    C. remind children to change centers at least twice each morning.
    D. assign boys to the dramatic play center and girls to the block center once a week.

17. _____ Rita has not enjoyed providing an art center because it takes too much of her time to supervise. Children constantly need her help in order to complete the art project. Rita has forgotten the guidance technique for the art center that states,
A. "Provide models for children to follow."
B. "Keep materials organized."
C. "Focus on the process not the product."
D. "Ask children to tell you what they have made?"

18. _____ A caregiver providing appropriate guidance at mealtime would *not*
A. require children to eat their meat before they could have milk.
B. serve the dessert along with the other foods provided.
C. allow children to talk to each other during the meal.
D. let children serve themselves, family style.

19. _____ Large group activities are easier to manage when caregivers
A. keep the time to around 30 minutes.
B. only require the children to listen during the activity.
C. encourage children to pay attention when interest begins to wane.
D. have the activity well-planned.

20. _____ Toddlers are ready to experience toileting when they
A. can unsnap and snap blue jeans.
B. frequently have wet diapers.
C. are about 12 months old.
D. can talk about toileting.

21. _____ The first rule of thumb about field trips is to
A. decide on learning outcomes.
B. arrive on time at the site.
C. visit ahead of time.
D. arrange for transportation.

22. _____ When children have toileting accidents a caregiver would *not*
A. send the child to time-out.
B. let the child take care of as much of the cleanup as possible.
C. treat the matter casually.
D. reinforce the child for appropriate toileting behavior.

DIRECTIONS

For Items 23-25, write a short essay.

23. Show how the problem solving approach could be used to change a child's behavior. Give an example of a situation from your experience.

24. Describe an experience for young children which would promote social learning.

25. Give guidelines for a positive rest or naptime.

Transparency Masters

Influences on Decisions About Acceptable and Unacceptable Behavior

- Childhood Experiences
- Family and Community Values
- Understanding of Child Development
- Experiences with Children
- Child Care Program's Goals and Policies
-
-
-

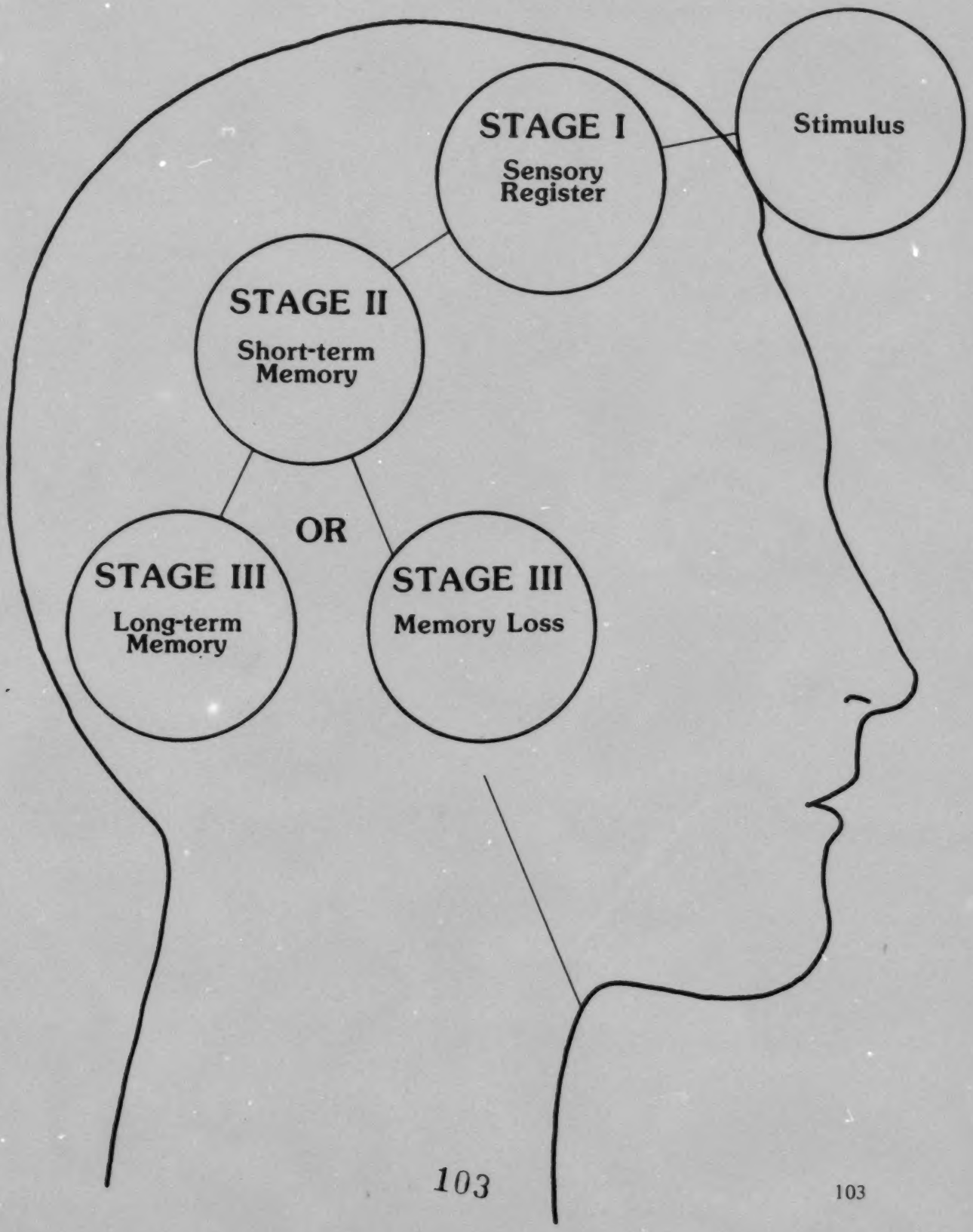
101

Self-Control in Young Children

- CHOOSING
- PLANNING
- WAITING
- DELAYING REWARDS
- REFRAINING FROM UNACCEPTABLE BEHAVIOR

102

Memory Process



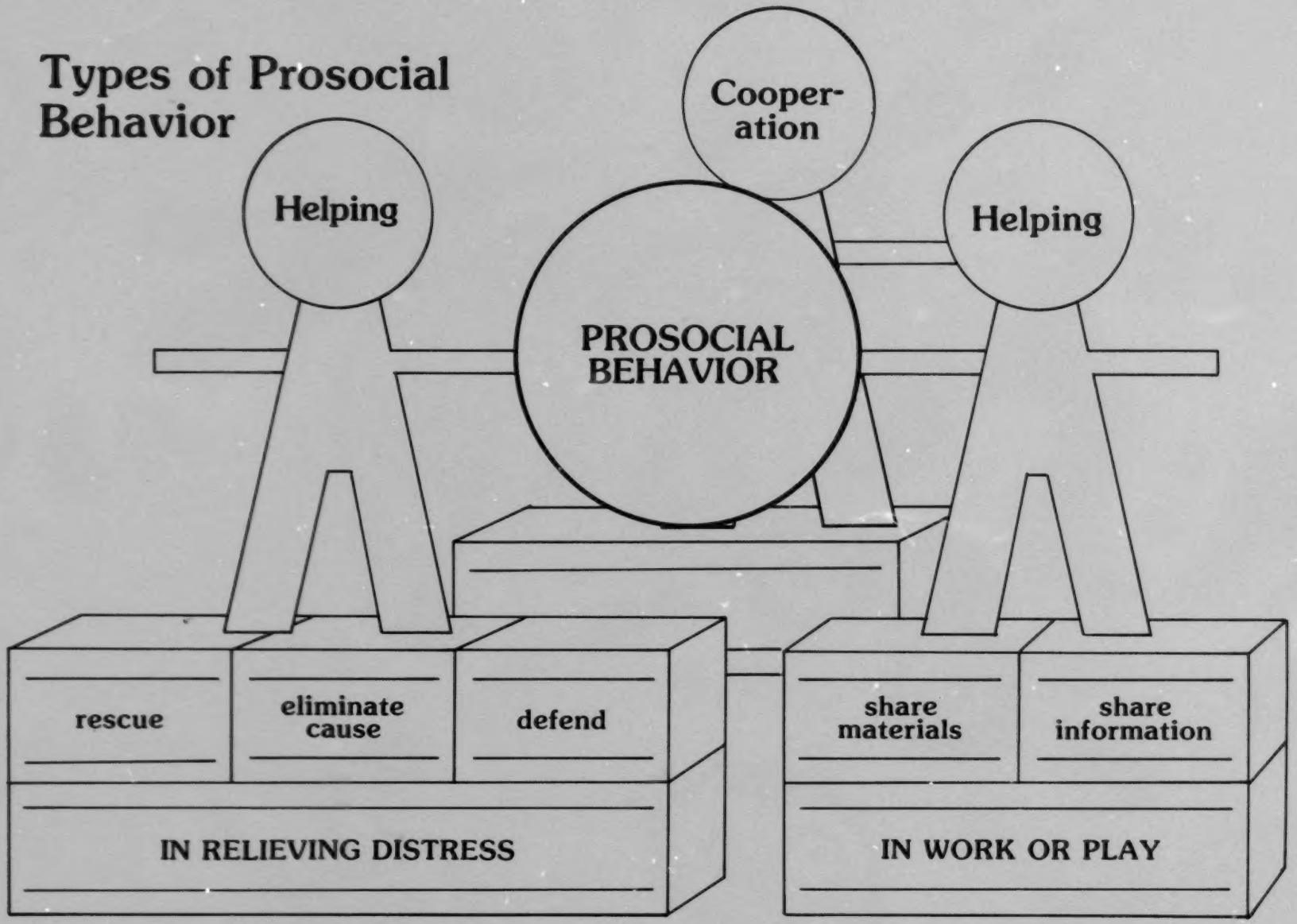
103

Abstract or Concrete?

Good	Shelf
Outside	Sit
Blocks	Front
Like	Bad
On	Hit
Minute	Now
Run	Share
Quiet	Stop
End	Sing
Unhappy	Lunch
Cry	Pretty
Cooperate	Listen

104

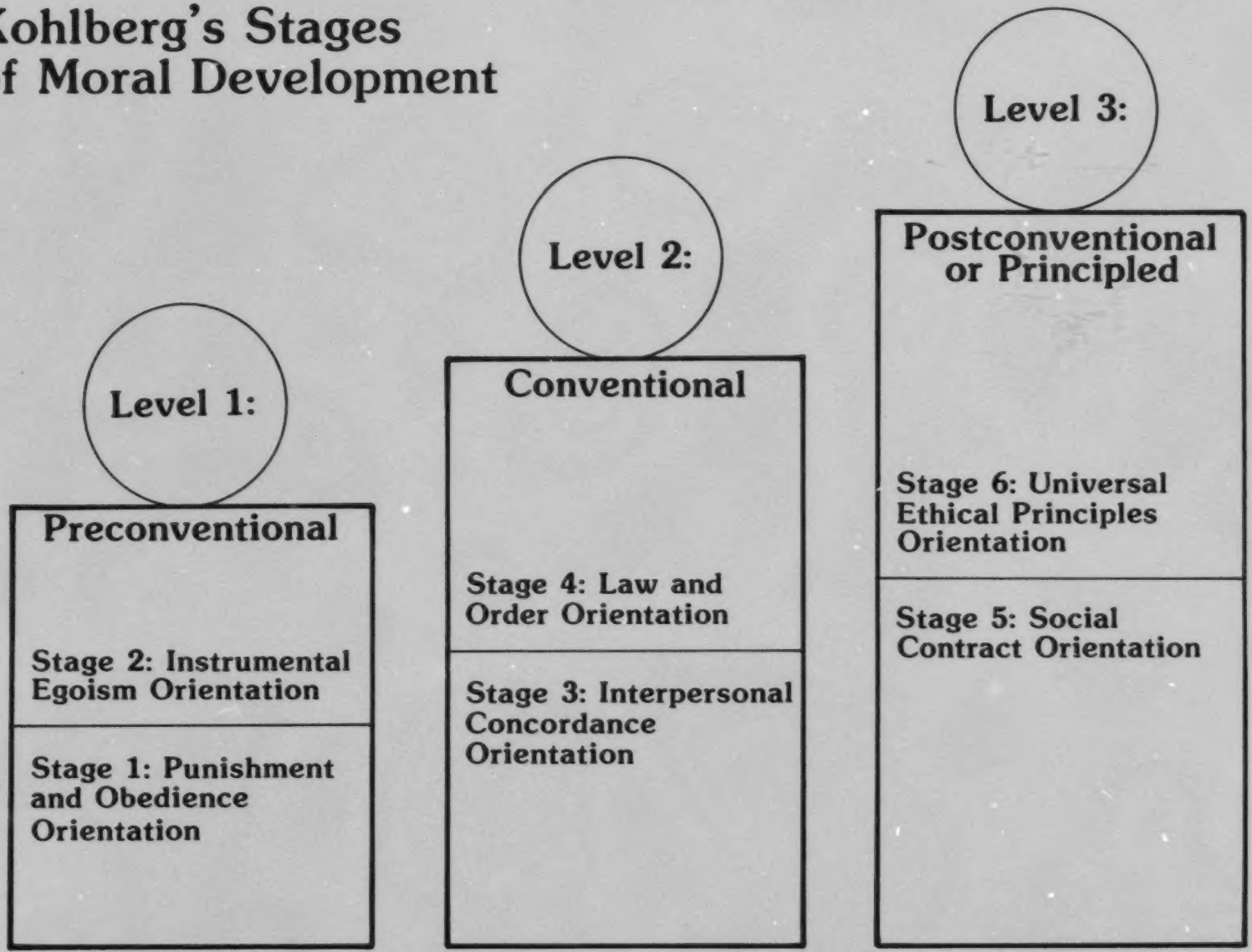
Types of Prosocial Behavior



105

106

Kohlberg's Stages of Moral Development



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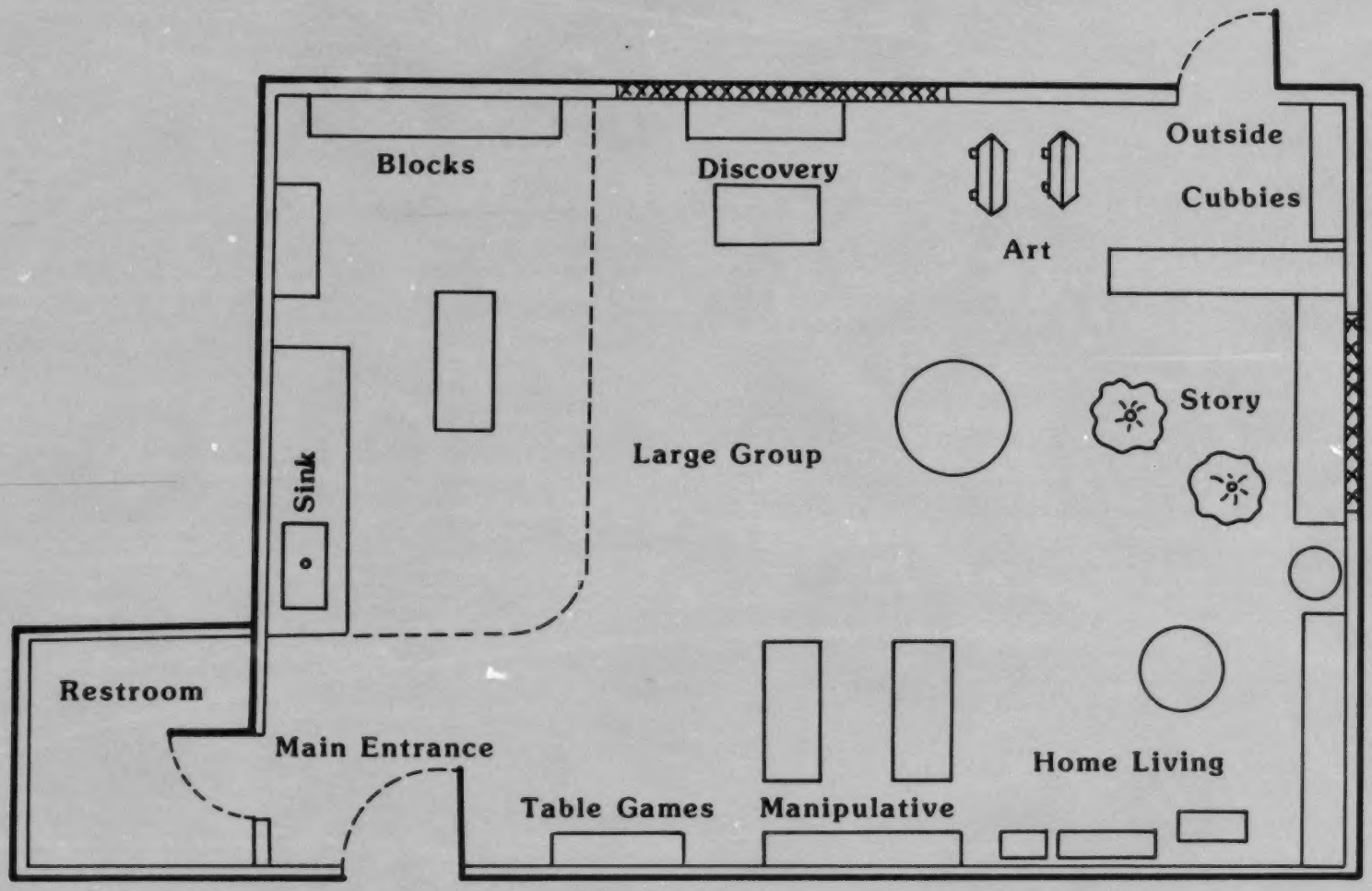
108

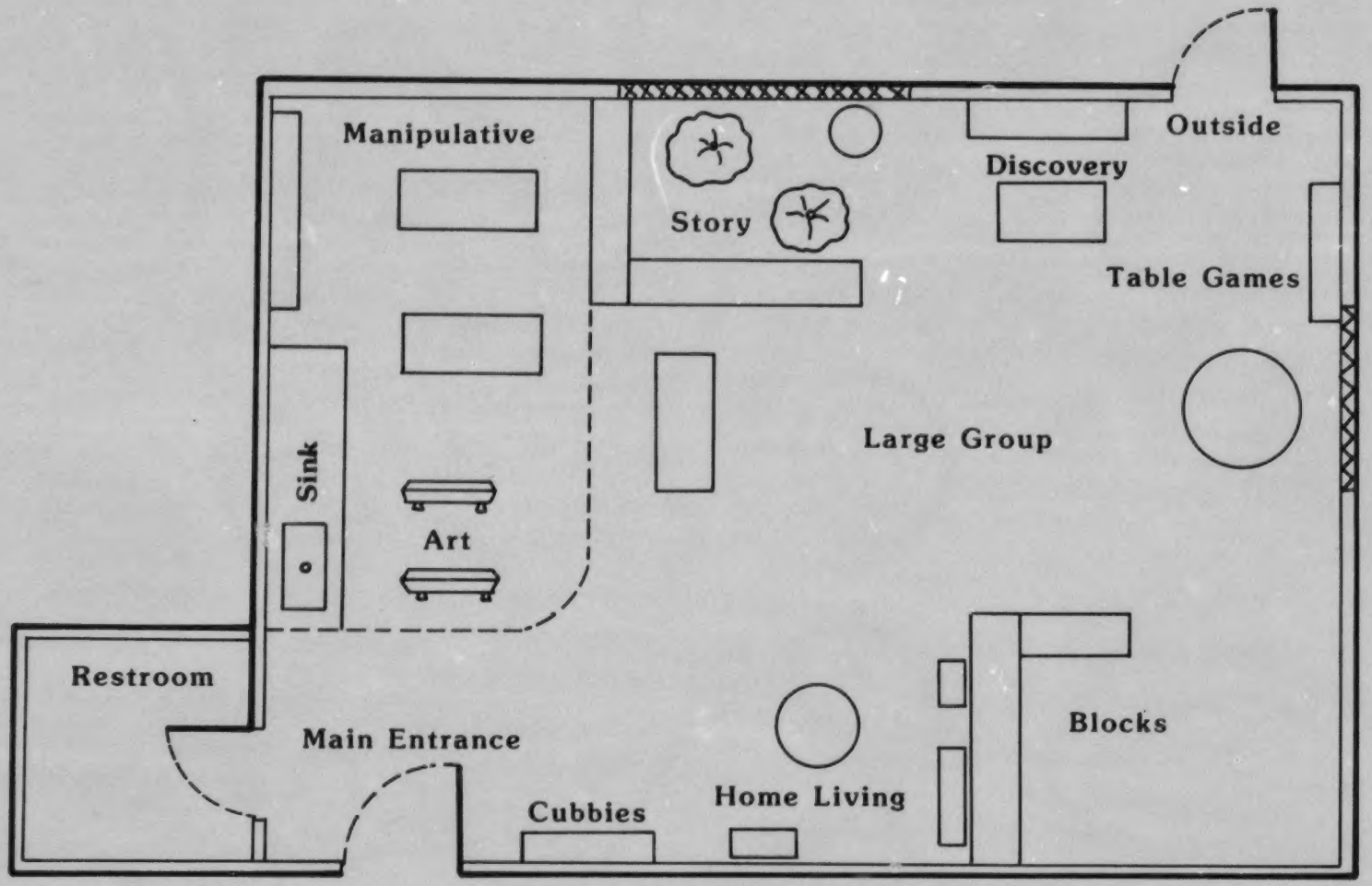
T-6

Self-concept

Inappropriate Room Arrangement

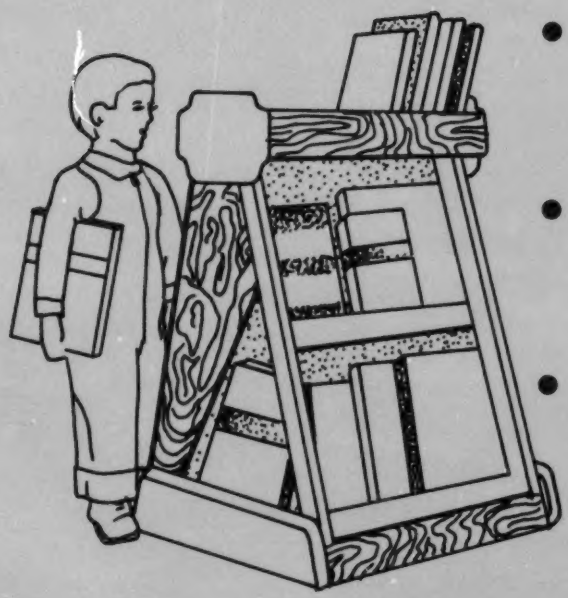


Appropriate Room Arrangement

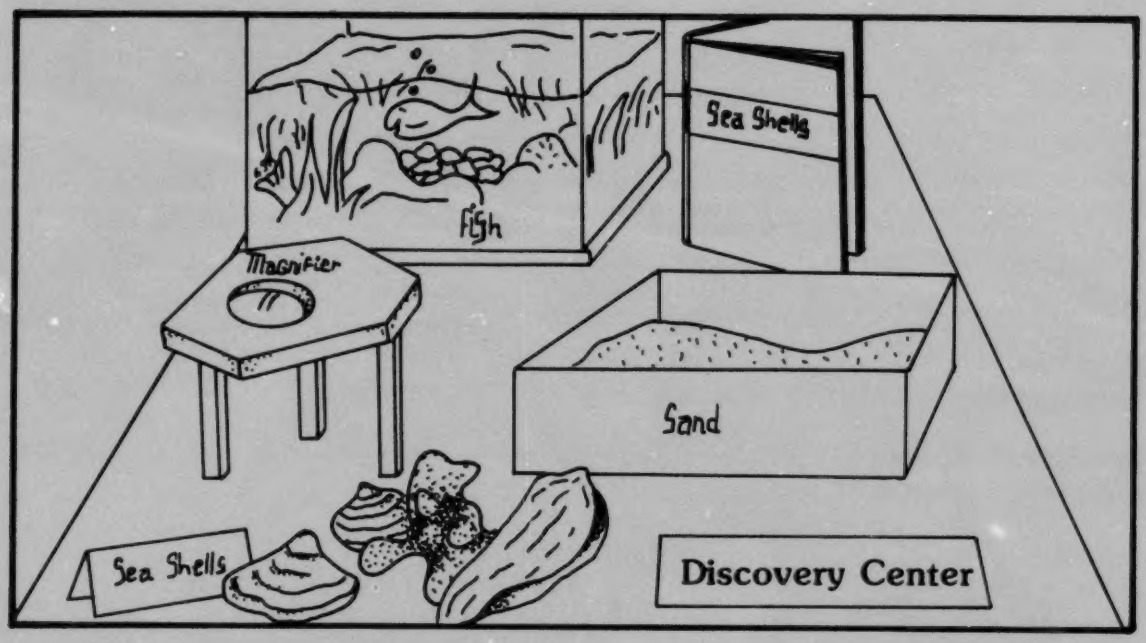


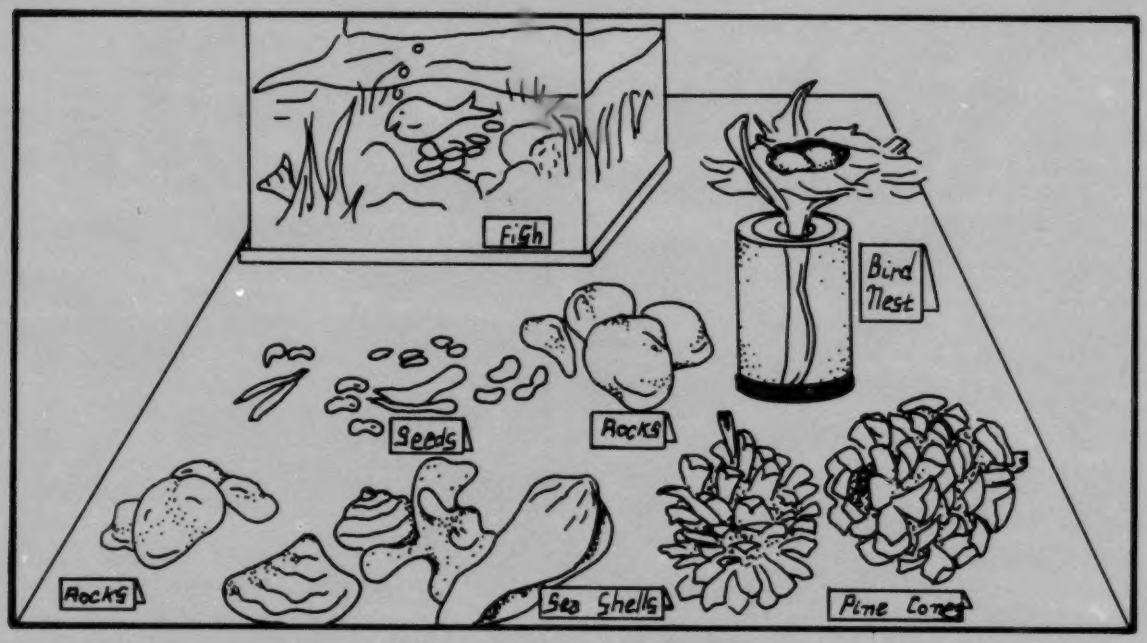
Basic Learning Centers

- ART
- BLOCKS
- HOME LIVING
- MANIPULATIVE
- LIBRARY
- DISCOVERY
- LARGE MOTOR PLAY

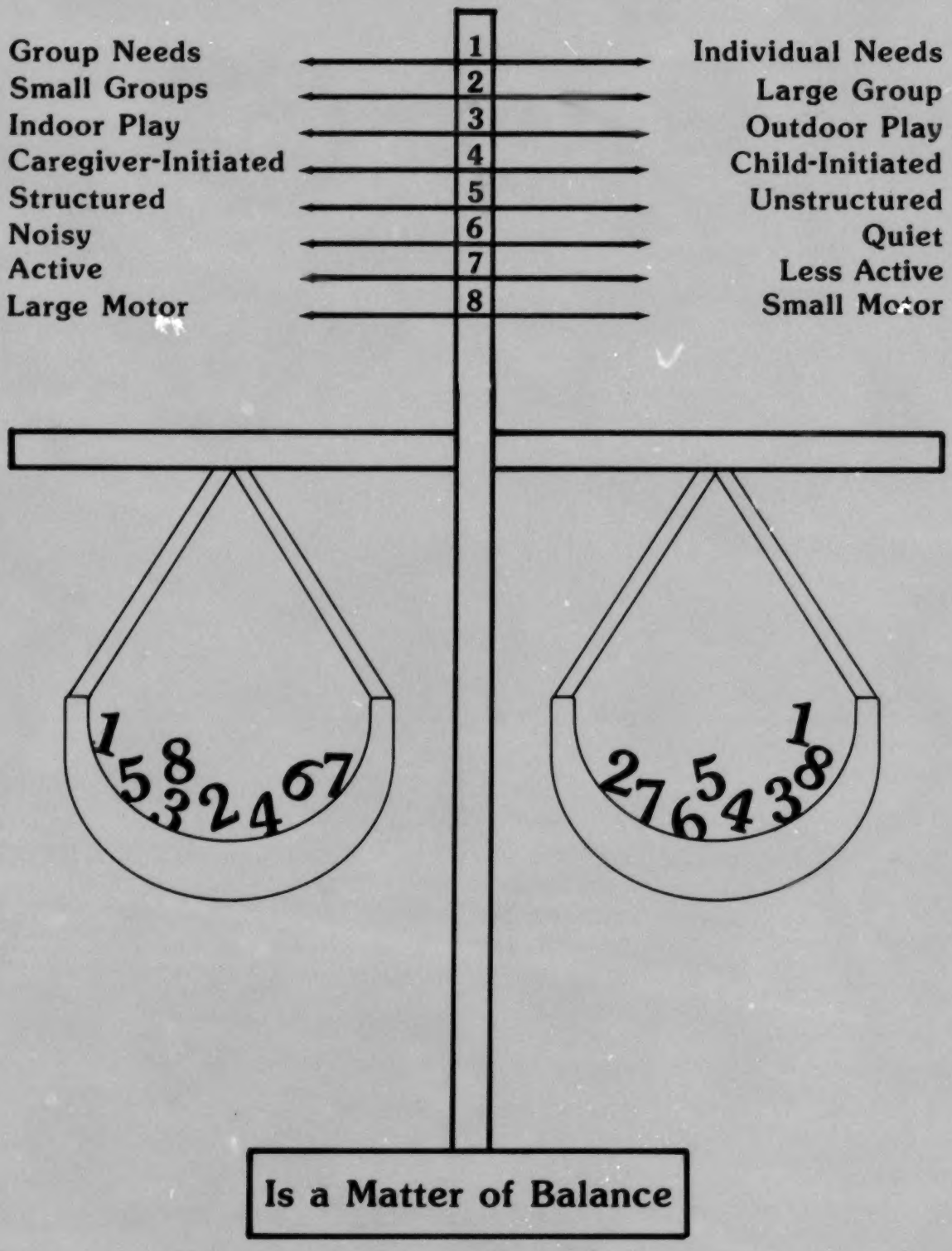


Two Learning Centers



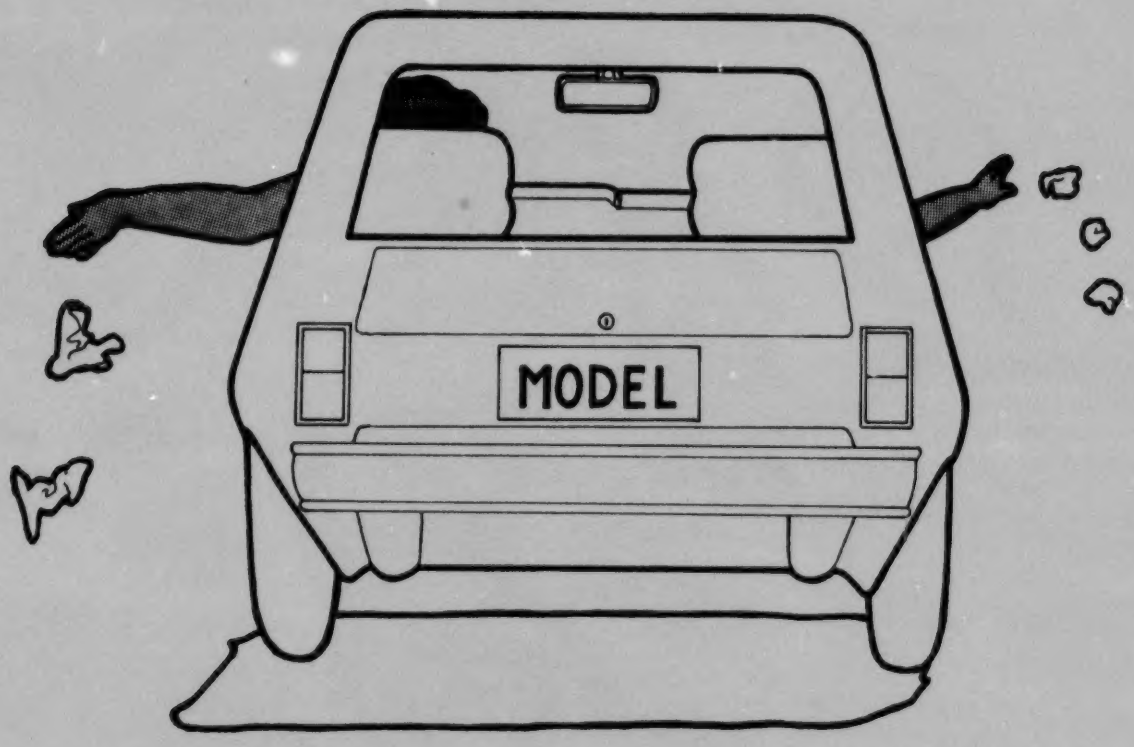


Organizing Time



Modeling

Children Learn Negative Behaviors as Well as Positive Behaviors



Caregivers as Models

Use Positive Language Instead

Negative Language	Positive Language
"Don't throw sand!"	_____
"Stop making so much noise."	_____
"You can't have any more glue."	_____
"No, we don't knock over someone else's block tower."	_____
"Quit using so many paper towels."	_____

Positive Reinforcement

T-16

Child Behavior

Positive Reinforcement

120

Child Behavior Increases

Negative Effects of Punishment

- STOPS BEHAVIOR TEMPORARILY.
- DOES NOT TEACH APPROPRIATE BEHAVIOR.
- MAY SOMETIMES ACTUALLY BE REINFORCING.
- MAY CAUSE THE CHILD TO FEAR THE PUNISHER.
- UNDERMINES THE SELF-ESTEEM OF THE CHILD.
- INCREASES AGGRESSION IN CHILDREN.

Positive Induction

METHOD

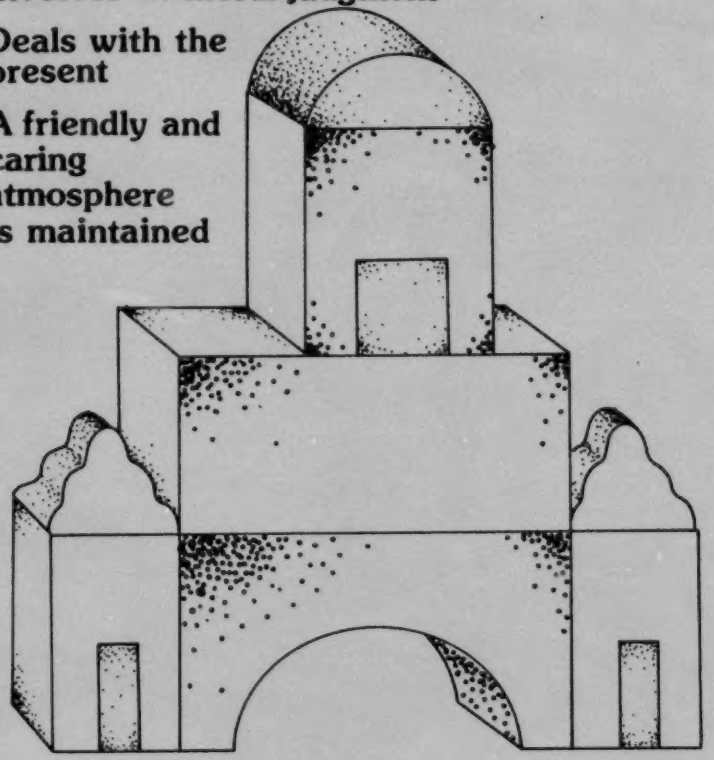
- Tell the child why.
- Help the child see the other person's point of view.
- Help the child take responsibility for his or her own actions.

BENEFITS

- Child develops self-control.
- Child becomes sensitive to others.
- Child is treated with dignity.
- Child develops prosocial behaviors.

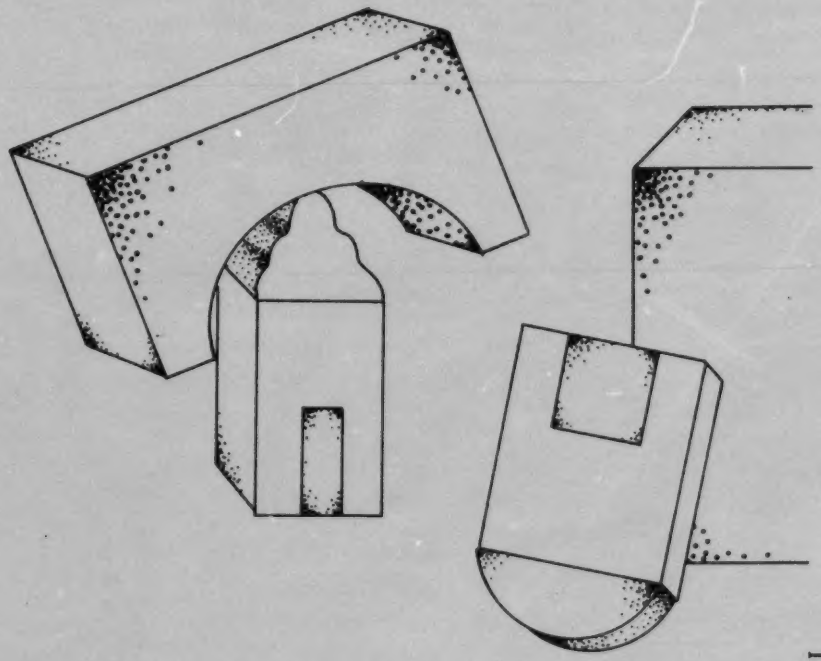
Logical Consequuences vs. Punishment

- Expresses the reality of the situation
- Is related to the misbehavior
- Involves no moral judgment
- Deals with the present
- A friendly and caring atmosphere is maintained



123

- Expresses the power of personal authority
- Is arbitrary (does not have a connection with the misbehavior)
- Involves moral judgment
- Deals with the past
- A hostile atmosphere prevails



124

No-Lose Method of Conflict Resolution

STEP 1. Define the problem in specific terms.

STEP 2. Generate possible solutions.

STEP 3. Evaluate possible solutions.

STEP 4. Choose the best possible solution.

STEP 5. Decide how to carry out the solution.

STEP 6. Evaluate how well the solution worked.

Development of Aggression. . .

FRUSTRATION

MODELS

REINFORCEMENT

PUNISHMENT

. . .Contributing Factors

Patterns of Caregiver Behavior Which Foster Undesirable Behavior in Children

Attention to Negative Behavior

CAREGIVER BEHAVIOR
Caregiver often pays attention to the children who are disruptive while ignoring children who behave appropriately.

CHILDREN'S RESPONSE
Children may learn to behave inappropriately in order to get attention. Negative attention is better than being ignored.

Giving In

CAREGIVER BEHAVIOR
Caregiver often gives in to the demands of children who continue to repeat requests.

CHILDREN'S RESPONSE
Children may learn that a caregiver who is harrassed long enough will give in to the demands.

Inconsistent Speech and Action

CAREGIVER BEHAVIOR
Caregiver often says one thing and does another.

CHILDREN'S RESPONSE
Children may learn to ignore the caregiver's verbal instructions.

Changing Limits

CAREGIVER BEHAVIOR
Caregiver often enforces the limits one day but not the next.

CHILDREN'S RESPONSE
The children may learn to test their limits constantly because they are never sure what the limits are.

Not Keeping Word

CAREGIVER BEHAVIOR
Caregiver sometimes makes threats or promises and does not carry them out.

CHILDREN'S RESPONSE
The children may learn to ignore what the caregiver says or may feel that they cannot trust the caregiver.

Behaving Aggressively

T-24

CAREGIVER BEHAVIOR
The caregiver may encourage cooperation and non-aggressive behavior among children yet does not treat other caregivers kindly.

CHILDREN'S RESPONSE
Children are more likely to model what they see rather than what they are told.

Using Poor Manners

CAREGIVER BEHAVIOR
Caregiver may plan lessons on manners and social living skills yet not practice these.

CHILDREN'S RESPONSE
Children learn that good manners are something you talk about but do not have to practice.

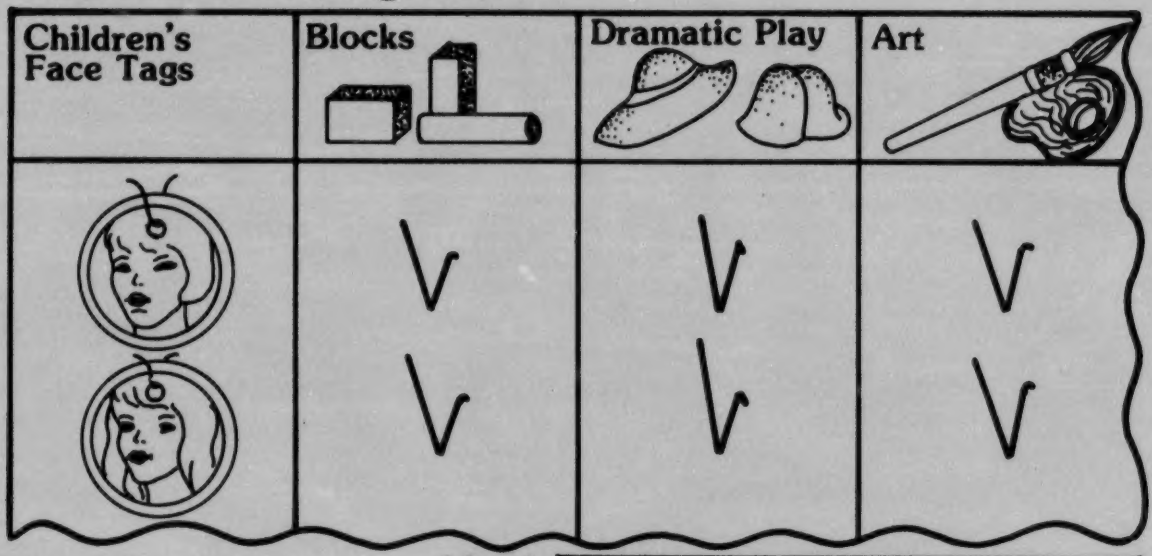
Failure to Abide by the Rules of the Center

CAREGIVER BEHAVIOR
Caregiver establishes limits for the children's behaviors but may not always abide by them.

CHILDREN'S RESPONSE
The children learn not to follow the rules.

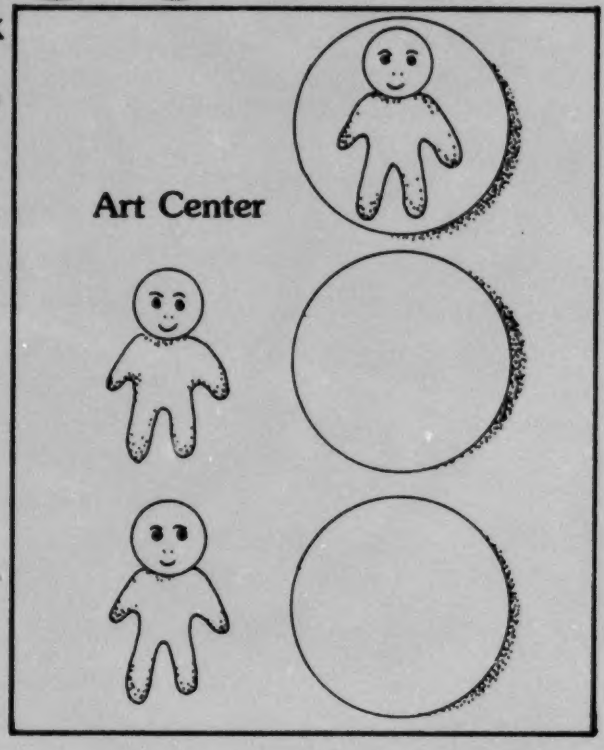
Indirect Guidance of Learning Centers

Choice Board (Pegboard)



Clothespins

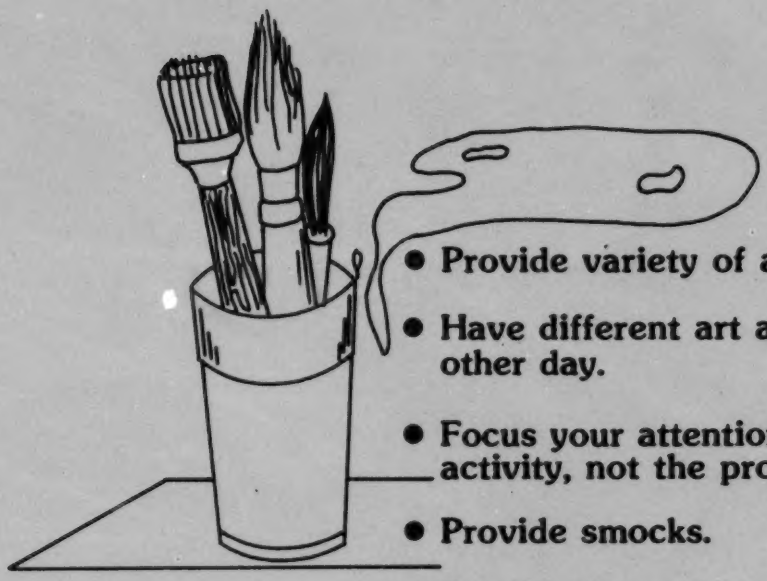
Hook and Loop



Guidance in the Dramatic Play Center

- Provide a variety of interesting materials.
- Use prop boxes.
- Change materials weekly.
- Be sure materials are inviting for both girls and boys.
- Observe children's play.
- When appropriate, enter into dramatic play as one of the characters. Use this technique to guide children into more challenging play.
- Use appropriate guidance when intervening in conflict situations.
- Provide a large enough block of time so that children have time to develop their dramatic play.

Guidance in the Art Center

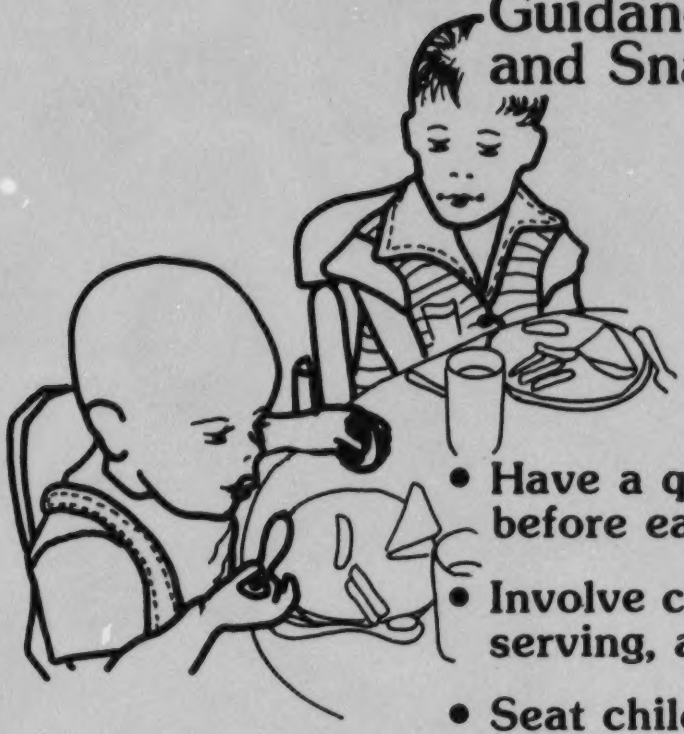


- Provide variety of art media.
- Have different art activities every other day.
- Focus your attention on the child's activity, not the product.
- Provide smocks.
- Provide large blocks of time for children to explore the materials.
- Display art work.
- Encourage children to talk about their work.
- Have supplies stored neatly and in an organized manner.
- Involve children in cleaning up afterward.
- Provide a space for materials to dry.
- Encourage creativity and problem solving by asking questions.
- Avoid making samples or models for children to follow.
- Provide craft projects that require no caregiver assistance.

Guidance at Rest or Naptime

- Have rest or nap at the same time every day.
- Place cots in the same place each day.
- Follow the same routine before nap each day.
- Toilet children before nap.
- Have a story, song , or quiet music before nap.
- Let children sleep with favorite stuffed toy from home.
- Darken the room.
- Provide quiet activities for children who rest but do not sleep.
- Wake children gently. Give them time to fully awaken.

Guidance for Meals and Snacks



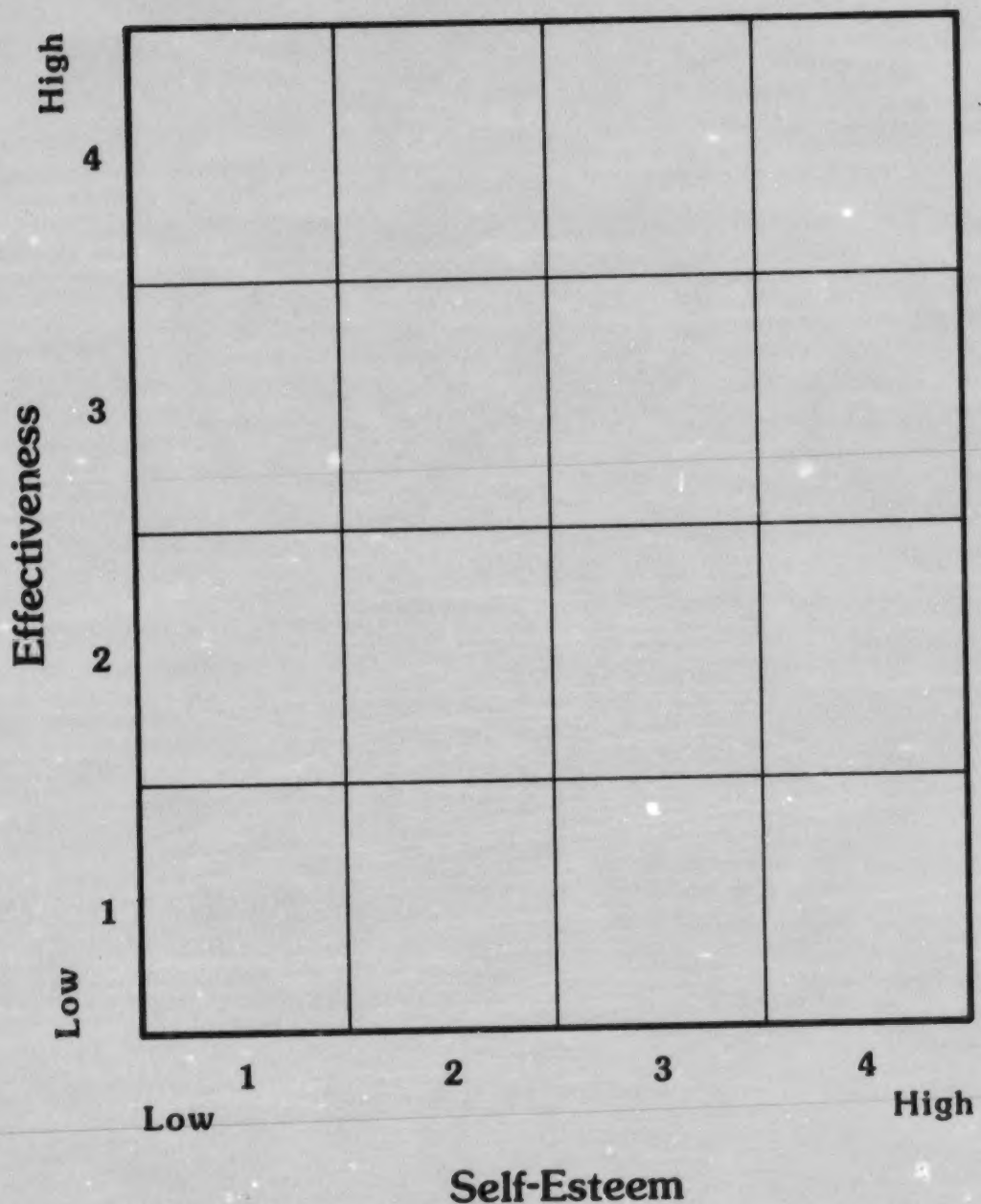
- Have a quiet activity just before eating.
- Involve children in preparing, serving, and cleaning up.
- Seat children in small groups.
- Have caregivers sit and eat with the children.
- Encourage pleasant conversation.
- Model good table manners and eating habits.
- Food is never used for reward or punishment.
- Serve dessert and milk as a part of the meal.
- Children are encouraged to taste but not forced to eat or punished for not eating.
- Treat accidents casually.

Guidance for Large Group Activities

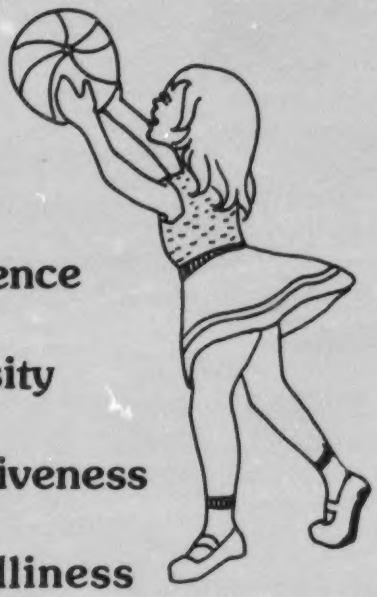
- Plan ahead.
  Have materials ready.
- Involve all the children who want to participate in the activity.
- Give children a place of their own to sit.
- Use finger plays and songs to maintain the group's attention.
- Keep activity period to 15 minutes or less depending on interests of children.
- Involve the children in more than just listening.
- Use a "talk ticket" or similar device to help children (five years or older) take turns speaking.
- End the activity when children's interest wanes.

Handout Masters

Scoring Grid



Common Behavior Goals



* Obedience
* Curiosity
* Assertiveness
* Friendliness
* Quietness
* Independence
* Eagerness to Learn
* Eagerness to Please
* Flexibility
* A Sense of Humor
* Appreciation of Beauty
* Listening Ability
* Respect for Adults
* Respect for The Rights of Others
* Sharing
* Manners
* Ability to Verbally Express Self
* Health
* Safety
* Freedom
* Morality
* Positive Self-Concept
* Willingness to Work
* Willingness to Help
* Ability to Offer Comfort
* Willingness to Share

Caregivers' Assumptions About Guidance

DIRECTIONS: Examine the following scenes. Then discuss these questions, first in small groups, then in the class as a whole.

1. What expectations or assumptions were being made by the caregiver?
2. How accurate were the expectations?
3. How did the caregiver's expectations about behavior and guidance affect the children involved?
4. What would you do if you were the caregiver?

SCENE 1

It is snack time for the four- and five-year-olds. John, the caregiver, chooses a child to help prepare for snack time, while the rest of the group looks at books in the book area of the room. As John sets the tables, he says to his helper, four-year-old Sarah, "Follow right behind me and be sure to put one napkin with every glass." Sarah is feeling very important as she places a napkin by each glass of grape juice. She puts a napkin too close to one glass and knocks it over, getting juice on the table, chairs, floor, and herself. She begins to cry because of the stains on her new white dress. John frowns, and says, "I was afraid this would happen. Look at your mess. Next time, I'll have to choose a more careful helper. Wait here until I wipe up this mess, then I'll take you to the sink to clean your dress."

SCENE 2

It is time for free play to end so the four-year-olds can get ready for lunch. Kay, the caregiver, goes to each child or group of children and warns them that it will soon be time to put the toys away. About five minutes later, Kay begins singing the cleanup song. Josita hears the cleanup song but continues to work on an elaborate block structure. Kay goes to Josita and reminds her that it is time to help clean up the room and put the toys away. Josita puts a few items on the shelf where they belong, but when Kay goes to another part of the room, Josita goes back to her building. Just as the other children get all the toys put away, Kay feels Josita tugging at her hand. "Teacher, come look at what I made," she pleads, her face beaming with accomplishment. Kay goes with Josita and praises her block creation, which obviously required a great deal of effort. Kay then asks Raymond, another child, to help Josita put the blocks away, while the other children begin to wash their hands for lunch.

SCENE 3

Joy, the caregiver for a group of three- and four-year-olds, is reading a story to several children. Most of the children are listening intently, but Christopher, a three-year-old sitting at the back of the group, becomes restless. He squirms, looks around the room, and begins to hum softly. Maria, the child next to him, elbows him, frowning. Christopher continues humming as he pulls Maria's hair. Joy frowns at Christopher, shakes her head "no," and then continues reading. Maria cries softly, moving away from Christopher and rubbing her head. Christopher's humming gets louder as he stretches out full length on the rug and begins to untie another child's shoes. The caregiver closes the book with a snap, and says, "Since some of you can't listen and keep your hands still, we are finished with the story. Go to your tables and put your heads down."

Attitude Check

DIRECTIONS: Complete the sentences.

The best thing about working with children is _____

_____

_____

The second best thing about working with children is _____

_____

_____

The thing I enjoy the least about working with children is _____

_____

_____

It really upsets me when a child _____

_____

My usual response to the above behavior is _____

_____

I really like it when a child _____

_____

The best kind of parent is one who _____

_____

The best kind of caregiver is one who _____

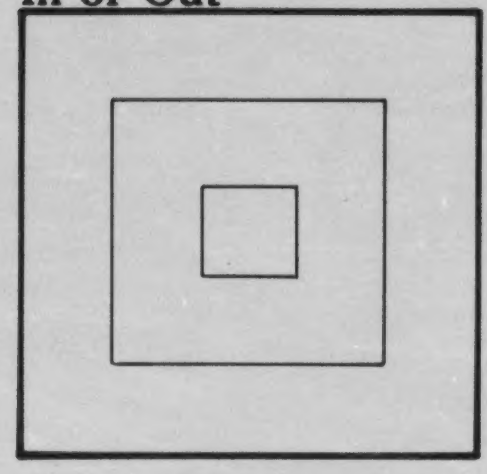
_____

Perceptions

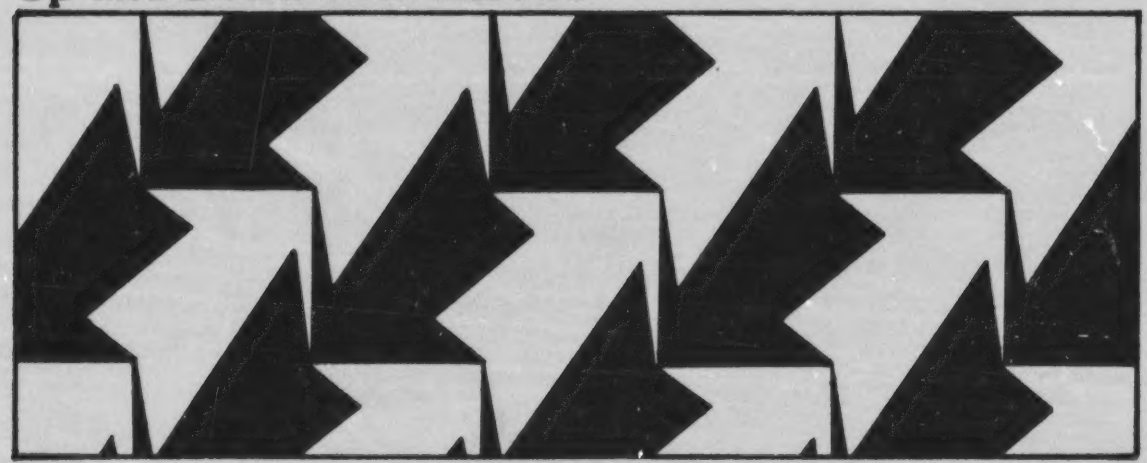
Vase or Face

Old and Young Woman

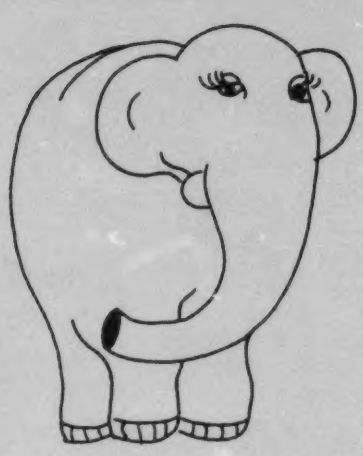
In or Out

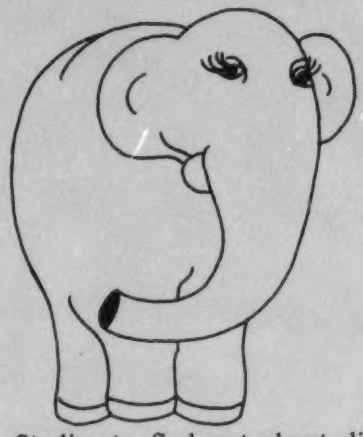


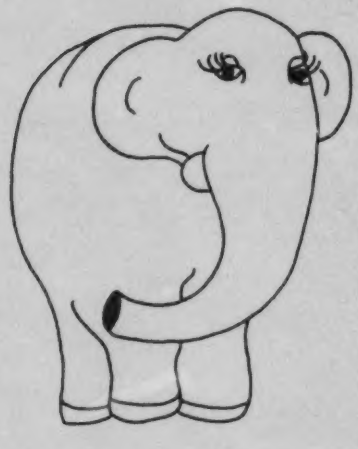
Up and Down With Arrows

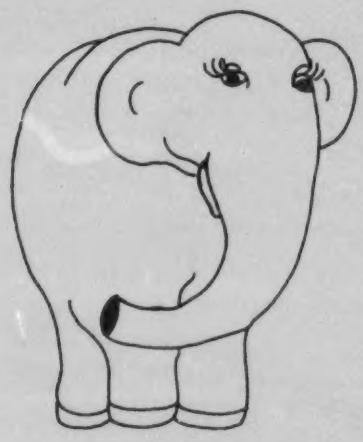


Conceptual Tempo









Studies to find out about different learning styles have been conducted by Jerome Kagan. Kagan's studies include tests in which children are shown sets of pictures. Each set of pictures includes an example and six other pictures. Only one of the six pictures is identical to the example. The child is asked to find the picture like the example. In another of Kagan's tests, the child feels of, but does not look at, a set of shapes. The child is asked to find the shape which matches a drawn outline.

Through his studies, Kagan identified two conceptual tempos, or typical response patterns. The child who typically takes time to consider each possible answer is said to have a *reflective tempo.* The reflective child is usually anxious about giving correct responses. An *impulsive child* is more concerned with finishing than with correct responses. Even young infants exhibit typical response rhythms or conceptual tempos which are fairly consistent over time.

Varying degrees of impulsivity and reflectivity exist. Most children's conceptual tempos are somewhere between the identified extremes. A moderate amount of concern about giving correct responses, for example, would indicate neither extreme response pattern.

The way in which conceptual tempo develops is not known. Some researchers believe it may be inherited. Others believe it is shaped by early experiences. It is known, however, that one's conceptual tempo can be influenced by interaction with other people. For example, prolonged regular contact with either a very impulsive or very reflective caregiver can have an impact on the child's conceptual tempo.

Being aware of these characteristics helps caregivers understand children's behavior. Caregivers also need to consider their own conceptual tempos and their influence on the children.

References:

Kagan, J. *Change and Continuity in Infancy.* New York: John Wiley and Sons, 1971.

Kagan, J., Rosman, B.L., Day, D., Albert, J., and Philips, N. "Information Processing in the Child: Significance of Analytic and Reflective Attitudes. *Psychological Monographs*, 1964, *78*(1).

142

Verbal Guidance

DIRECTIONS
1. Read the situation.
2. Write an appropriate response using concrete terms.

Situation	Caregiver Response
1. At cleanup time, Robbie hurriedly puts the blocks on the shelf. The blocks are not put into their proper place, however.	1.
2. Connie notices that the fish bowl glass is dirty. She gets a wet paper towel from the restroom and cleans off the glass.	2.
3. Kuo Chang knocks off another coat hanging on the coat rack while trying to hang his own coat. He hangs his coat and then rehangs the other one.	3.
4. At the lunch table, Matey finishes early. She stands up and moves around. She tells the others to hurry.	4.
5. Sancho and Alice are playing ball. The ball rolls close to the swings. Sancho runs to get the ball, not watching where he is going.	5.
6. During a story Susan gradually moves closer and closer to the caregiver. Marvin complains that he can't see.	6.
7. After nap Willie realizes that his cot is wet.	7.
8. Husan spills some glue on the floor while working in the art center. He uses a paper towel to clean up the spill.	8.

Responses to a Moral Dilemma

DIRECTIONS

1. Read the story to the children. Present it as a moral dilemma.
2. Read the responses of the three children to the questions asked.
3. Indicate the stage of moral development of Child 1, Child 2, and Child 3. Give reasons for your answers.

STORY

A little girl wanted to help her mother choose the tomatoes at the grocery store. She asked her mother. Her mother said it was O.K. As she took a tomato, several other tomatoes fell down on the floor. The girl's mother had to buy the squashed tomatoes. For the rest of the shopping trip the little girl had to ride in the basket.

QUESTIONS

Did the little girl do something wrong?

Should the mother have to buy the squashed tomatoes?

RESPONSES

Child 1:

"The little girl wasn't wrong. She just wasn't careful. The mother should buy the tomatoes and set an example. After all, it was her little girl who dropped the tomatoes."

Stage of Moral Development:

Child 2:

"Yes. The little girl spilled the tomatoes. She had to ride in the basket. The mother shouldn't have to buy the tomatoes. No one was looking."

Stage of Moral Development:

Child 3:

"No, the little girl had asked her mom. She said it was O.K. The little girl would be wrong if she did not ask permission. The mother should buy the tomatoes because she feels bad about the mess."

Stage of Moral Development:

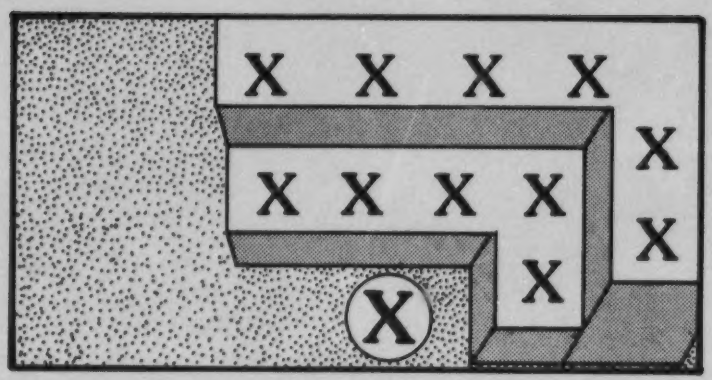
144

Large Group Seating Areas

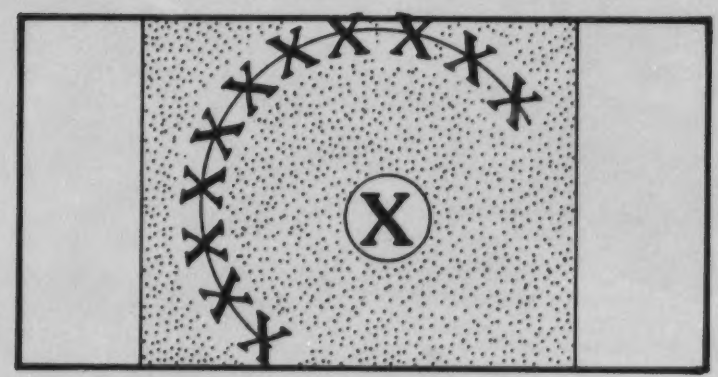
X - CHILDREN

(X) - CAREGIVER

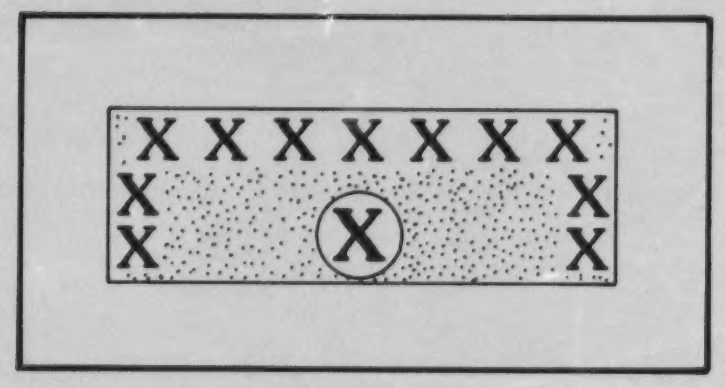
RISERS



SEMICIRCLE MARKED ON CARPET



RECTANGULAR CARPET



Arranging Learning Centers

- Provide enough learning centers for children in the group. For a group of 15 preschoolers use at least four learning centers with room for four to six children in each center.
- Arrange learning centers so that children are able to tell what type of play is available in each center.
- Be sure each center has the appropriate furnishings. For example, the home living center should have child-size stove, refrigerator, and sink.
- Arrange the centers so that traffic flows smoothly between centers.
- Locate the noisy centers away from the quieter centers. For example, locate a woodworking center away from the library center.
- Place related centers near each other. For example, locate the block center next to the home living center. This encourages cooperative play between the centers.
- Locate centers so that traffic will not pass through them.
- Locate the art center near a source of water and the art supplies.
- Locate centers such as art, water play, and sand play on floor surfaces that are easily cleaned.
- Locate centers such as blocks, woodworking, and indoor climbing equipment on carpeted areas.

LEARNING CENTER PLAN

Topic or Theme:

Purpose(s):

Materials Needed:

Arrangement: (description or sketch)

Evaluation:

LEARNING CENTER PLAN

Topic or Theme:

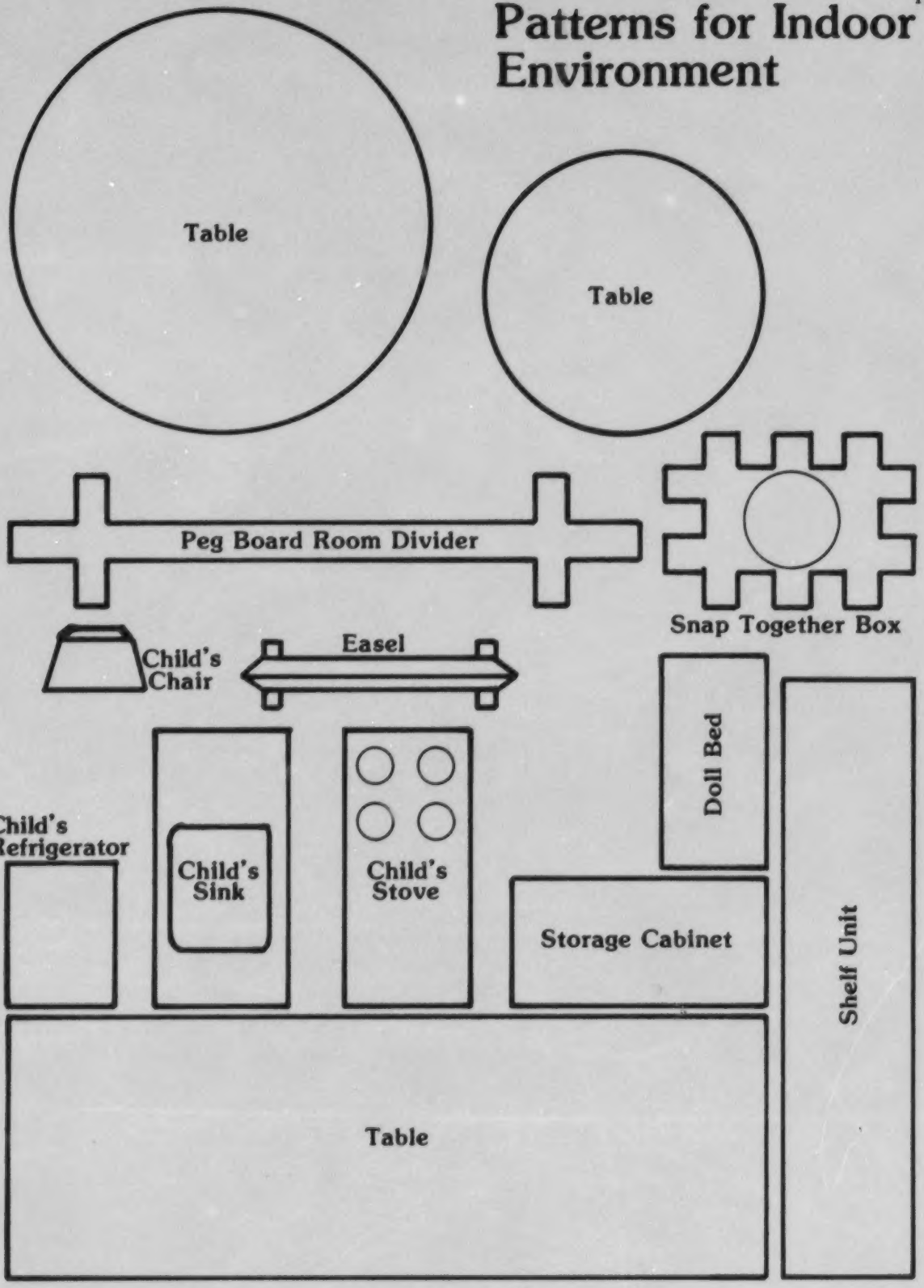
Purpose(s):

Materials Needed:

Arrangement: (description or sketch)

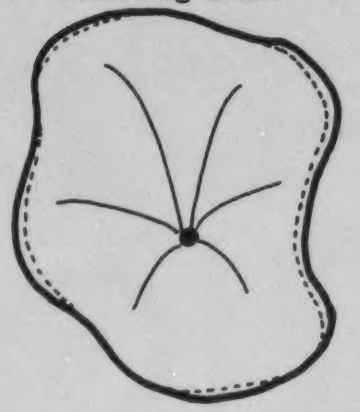
Evaluation:

Patterns for Indoor Environment



Table

Bean Bag Chair

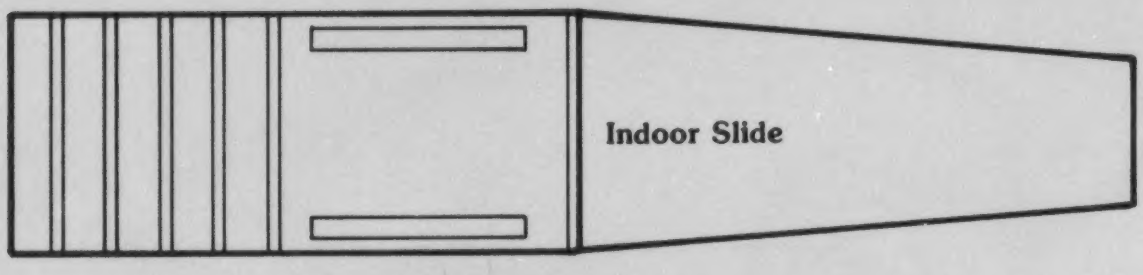


Sand or Water Play Table

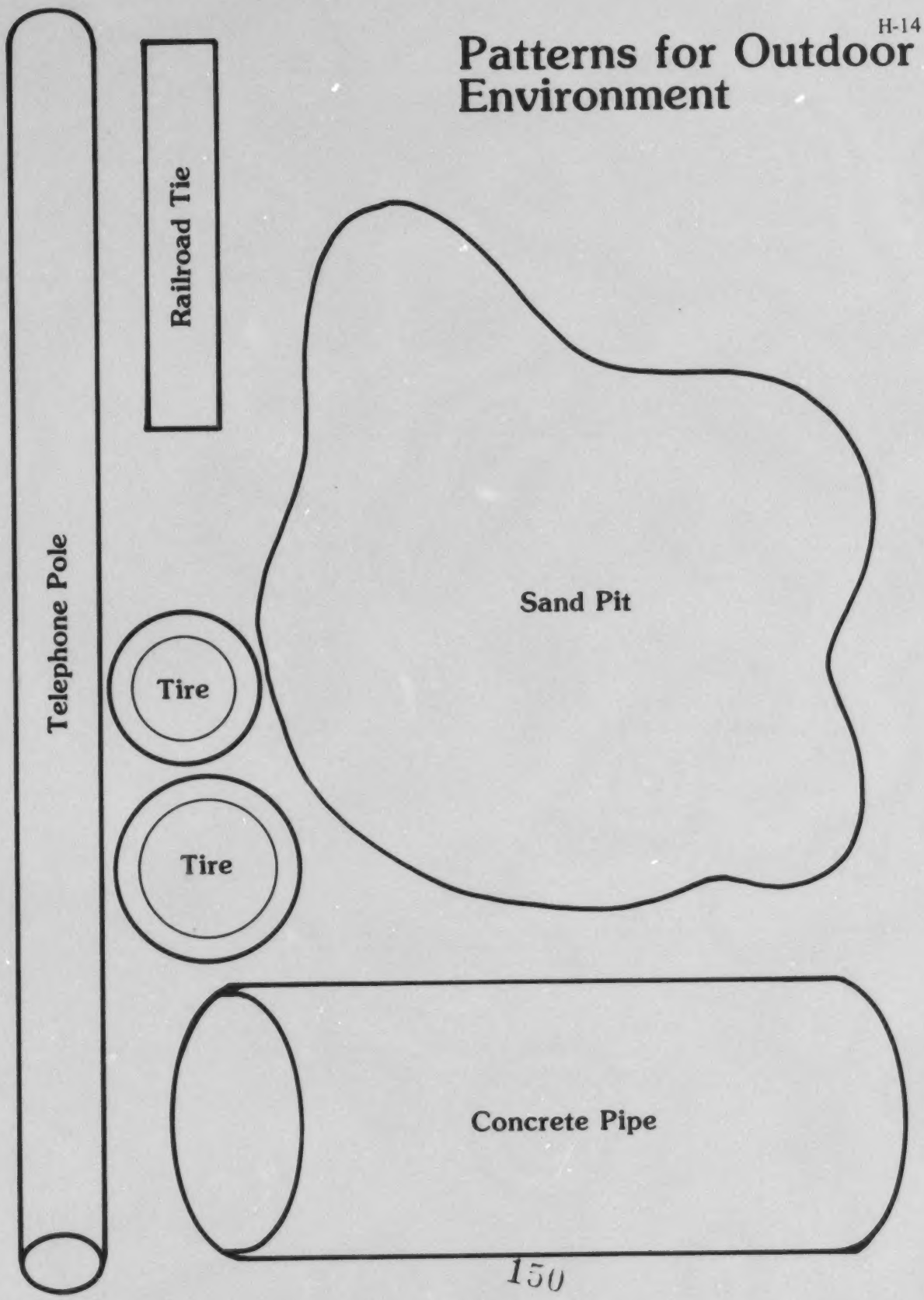
Cubbies

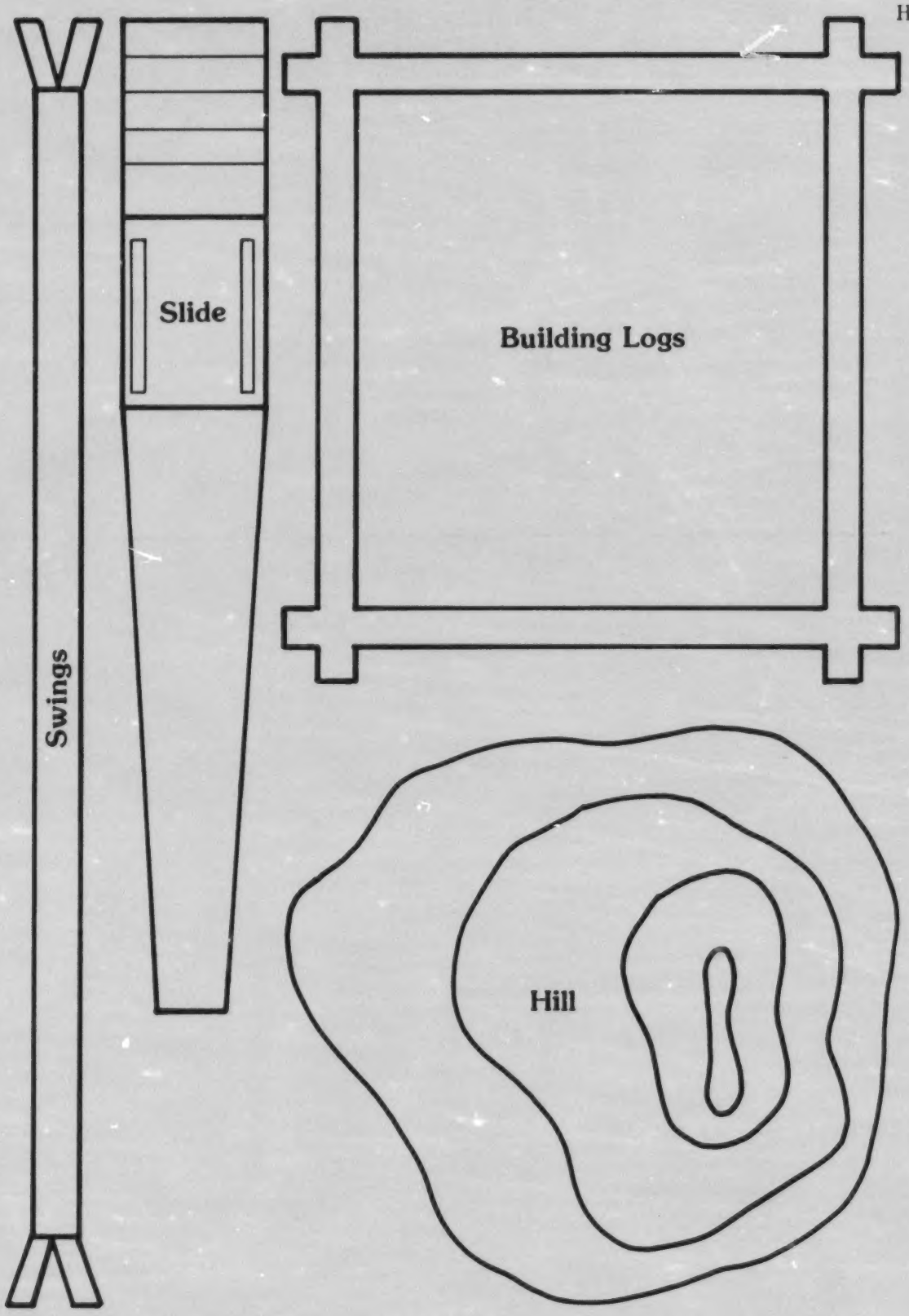
Table

Book Display



Patterns for Outdoor Environment




Swings
Slide
Building Logs
Hill

Daily Schedules: Planning the Sequence of Events

H-16

- Schedules should be appropriate for the developmental level of children in the group. For example, a daily schedule for toddlers would be different from a schedule for preschoolers.

- Arrange the schedule around basic blocks of time, including:
  Arrival
  Learning Centers
  Snack
  Outside Play
  Large Group Time
  Lunch
  Nap or Rest
  Departure

- Always plan for transitions between time blocks.

- Include time for health care routines.

- Alternate time blocks to balance:
  Large Motor and Small Motor Activities
  Care-initiated and Child-initiated Activities
  Structured and Unstructured Activities

- Children should spend most of the day in large time blocks in which they are free to explore the prepared environment.

- Large group time periods when the caregiver leads an activity such as story, discussion, music, or dance, should be about 15 to 20 minutes long for four- and five-year-old children. Ten minutes is appropriate for younger children.

- Be consistent yet flexible in implementing the schedule. Be prepared for unexpected events.

Sample Well-Balanced Schedules

Toddlers

7:30 ARRIVAL

EXPLORE ENVIRONMENT
Responsive Caregiver
Planned Activities

AS INDICATED BY TODDLER
*Diapering or toileting
*Rest

9:30 SNACK

10:30 OUTSIDE

11:45 LUNCH

12:15 TOILETING
QUIET TIME (rest or sleep)

Around 2:30 or 3:30 EXPLORE ENVIRONMENT
Responsive Caregiver
Planned Activities

AS INDICATED BY TODDLER
*Diapering or Toileting

3:00 SNACK

3:30 or 4:00 OUTSIDE

5:00 - 5:30 DEPARTURES

Preschoolers

7:30 ARRIVAL

LEARNING CENTERS
Free choice
Some teacher directed activities

CLEANUP
Toileting
Washing

9:30 SNACK

9:45 CIRCLE TIME

10:00 OUTSIDE

10:45 LEARNING CENTERS
Focus on quieter centers

11:45 CLEANUP
Toileting
Washing

12:00 LUNCH

12:30 QUIET TIME

Around 2:30 or 3:00 LEARNING CENTERS

2:45 CLEANUP

3:00 SNACK

3:30 OUTSIDE

4:30 LEARNING CENTERS

5:00 - 5:30 DEPARTURES

Hidden Word Puzzle

A caregiver is consistent in:

positive language

rules

tone of voice

limits

routines

praise

guidance

listening

interactions

behavior

Each of these words is hidden in the group of letters below. Find and circle each word. The words may be written horizontally, vertically, diagonally, forward, and backward.

E O O I S E N I T U O R E T N I
I G N T E I I U L Y O U L A B N
N E A O N T T G R R S I S C D T
T N R U G N I F U L M L U R A E
B G E H G U I R U I A I R U L R
J E K N L N M U T N D R U L U A
G I H O I P A S Q R S A P E T C
U N T A U N V L W I C E N S X T
I T O F V Y G U E Z A B C C D I
D E N E F I O N E V O I E G E O
A R T O N E O F V O I C E H I N
L U L I N E S R J K C T S I T S
C I E R R G N I N E T S I L N O
F L M A P A I S P R A I L S P Q
R P R A I S E X T I M I T S O U
A N A G E L E V I S T O S I O P

When Should a Caregiver Intervene? H-19

DIRECTIONS

Examine the following scenes. Then discuss these questions, first in small groups, then in the class as a whole.

1. What, if anything, could the caregiver have done to avoid the conflicts in each situation?
2. Why do you think each caregiver responded as he or she did?
3. What would you do if you were the caregiver?

SCENE # 1

Charlie is the caregiver for a group of fifteen two- and three-year-olds. During outside play time, Charlie and an aide get out five tricycles and explain that the children will have to take turns. When Shae and Robin both try to get on the same tricycle, Charlie tells Robin to take a turn and then let Shae ride for a while. Charlie then goes to supervise the swing area, across the yard. Robin rides for a few minutes while Shae watches. When Shae decides it is his turn, he shouts at Robin and walks toward him. Instead of stopping, Robin tries to hit Shae with the tricycle. When Charlie sees what is happening he shouts at Robin to stop, but Robin runs over Shae's foot. When Charlie reaches the tricycle area, he comforts Shae. Then he tells Robin to ride around the path only one more time and it will be Shae's turn. Charlie stays and watches to make sure Robin follows his instructions to share.

SCENE # 2

Kathy and Maria are playing in the housekeeping area with several other children. When the group decides they will play house, Maria says, "O.K., and I'll be the mama." Kathy frowns and shakes her head, saying, "No! You aren't big enough. I'm biggest. I'll be the mama." Carolyn, the caregiver, is supervising the block area next to the housekeeping area. She hears the discussion, but continues what she is doing. She hears Maria say, "You were the mother last time. It's my turn." Kathy says, "Well if you're the mama, I won't play." She then turns and walks away. The other children continue playing, with Maria being the mother.

SCENE # 3

Eduardo and Sally, two four-year-olds are in the sandbox. Each has a dump truck, but Sally's is bigger. When Eduardo notices this he says, "Let's trade for a while. Your truck makes neat tracks in the sand." Sally refuses, saying that she had the truck first. John, the caregiver, looks up in time to see Eduardo throw sand in Sally's face. Sally jumps up and runs to John, crying. After John helps Sally wash her face, he asks what happened. Sally explains, and John walks with her back to the sandbox. He says, "Since neither of you can play nicely, put the trucks in the shed." Then he has both children sit out for the rest of the time outdoors.

SCENE # 4

During free play time, Phillip comes to Rosa, his caregiver. He says excitedly, "Mark won't let me paint and it's my turn!" Rosa asks, "How did you decide it was your turn?" "Because I've been waiting too long and Mark is spilling all the paint," replied Phillip. Rosa goes with Phillip to the easels, and says, "Mark, Phillip would like to ask you something." She says to Phillip, "Use words to tell Mark what you need." Phillip asks Mark when he will be finished. Mark replies he will be through soon. Rosa points out that there are some new books in the book area. She suggests that Phillip look at the books until Mark is finished. "Then you boys can trade places," she says.

SCENE # 5

Joe is a caregiver for the five-year-olds. He is listening as Shandra and Micheal discuss their game. "When the spinner is on red, you cover up the red space!" said Micheal. "I know, but you covered up a blue one!" Shandra replied. "Did not! That one was already covered," Micheal shouts. "Teacher, Micheal's cheating. He won't play right," Shandra says as she tugs on Joe's hand. Joe squats down and touches Shandra's shoulder. "You will have to work that out with Micheal, Shandra. Go and talk to him," he says.

Positive Language

The following phrases are examples of how caregivers can communicate with young children using positive language. Positive language shows respect for the child, promotes self-esteem, and tells the child what to do.

"You're taking turns when you play this game."

"I'm sure you can solve the problem together. But if you need help, I'll be glad to come over."

"You remembered to flush."

"Wow! Doing such a nice job makes you feel good."

"You're using your inside voice today."

"Remember to hang your coat when you go inside."

"Your painting is very colorful. You used the yellow and purple today."

"After your mother finishes talking, I will listen to you."

"I feel so happy when you all sing together."

"You are working hard."

"Keep your blocks in the block center so no one will trip over them."

"Use the scissors in the art center."

Remember, when using positive language it is also helpful to use the names of the children with whom you are talking.

Establishing Rules With Children

Rules are necessary in working effectively with groups of children. Establishing limits for behavior and establishing consequences for going beyond the limits provides security. Children need to know what is expected of them. They also need to know what will happen when rules are broken. In order to be effective, rules must be clearly understood by children. This is possible when children are involved in setting the rules, when only a few important rules are established, and when the rules are stated in simple, concise language.

Without agreement among the center's staff, consistent enforcement of rules is not possible. Caregivers should decide together which child behaviors they would most like to eliminate. These behaviors can then be narrowed down to three or four which involve the most children. A consequence for breaking a rule, such as a brief time out, should also be agreed upon. At this point, involving children in making rules is beneficial. During a group time the caregiver can share with the children some of the behaviors which he or she feels are unacceptable. This helps children think of behaviors in the center about which they are unhappy. If encouraged to voice their opinions and desires about behaviors, many children may name some undesirable behaviors which caregivers overlooked. From this discussion, it will be possible for each group of children and their caregivers to choose three or four rules. It is often helpful to write the rules on poster board as the children watch. Using some of the children's own words ensures their understanding of the rules. If posted, the list can serve as a reminder to the caregiver. Even though children cannot read the list, they know that the poster says what the rules are. Periodically, during group time, the caregiver will need to read and discuss the rules with the children. Children may decide that rules should be changed or added. This type of suggestion should be encouraged and discussed with the whole group.

Children also need a clear understanding of what will happen if they break a rule. During the initial rule-making discussion with children, consequences should also be explained. Again, the caregiver should use simple yet easy-to-understand language. A demonstration with two caregivers acting out a situation makes the explanation concrete enough for even young children to understand.

Felt Board Patterns on Behavior Modification H-22

Behavior Modification Method

STEP 1. Assess the situation. Identify existing pattern of reinforcement. Take a base line of the undesirable behavior. (How often does the behavior occur?)

STEP 2. Identify desired behavior. (What behavior should be occurring?)

STEP 3. Change the environment in order to eliminate the reinforcer of the undesirable behavior. Apply a negative reinforcer if needed.

STEP 4. Reinforce the desired behavior. What reinforcer will work with this child? Apply reinforcer consistently at first.

STEP 5. Reassess the situation. Take a base line of the undesirable behavior. (Has it started to diminish?)

Guidelines on Use of Time-Out

1. Be sure all children understand the group's rules or the behaviors that are not acceptable.

2. Decide on a spot for time-out, both indoors and outdoors. This spot should be somewhat isolated from the activity areas where the children play. Never use a place that would frighten a child. This spot should only be used for time-out. The caregiver should be able to see the child. A back-up spot might be needed occasionally when two children need to be in time-out at the same time.

3. Decide whether the children will be allowed to return from time-out when behavior can be improved, or whether the children must stay there a prescribed amount of time.

4. Explain the guidelines for the use of time-out to the children. Explain that whenever a rule is broken or unacceptable behavior is performed, the child will go *each* time *immediately* to time-out.

5. When sending a child to time-out be calm and firm. Explain to the child why time-out is needed. Focus on the child's behavior.

6. If children are not timed, say, "When you think you can *(tell the child what you expect)*, you may return."

7. If children are timed, use a timer which will ring at the end of three to five minutes. Longer than this is not necessary. At the end of the time, the child may return to the group.

8. Inform your parents that you plan to use this guidance technique and how it will be used.

Components of STEP (Systematic Training for Effective Parenting)

STEP 1. Understand the reason for a child's behavior.

STEP 2. Understand yourself as a parent (caregiver).

STEP 3. Use encouragement instead of reinforcement.

STEP 4. Listen effectively.

STEP 5. Communicate your feelings.

STEP 6. Understand natural and logical consequences.

STEP 7. Use natural and logical consequences.

STEP 8. Hold family meetings (group meetings).

STEP 9. Develop confidence as a parent (caregiver).

Components of T. E. T. (Teacher Effectiveness Training)

- Adults can improve their relationships with children.
- Demonstrating empathy and acceptance is important.
- Active listening improves relationships between adults and children.
- Each of us owns our own feelings and problems.
- Send I-messages. By saying how you feel, you are accepting responsibility for your own feelings.
- Use the no-lose method of resolving conflicts.

Guidance Crossword Puzzle

Across

2. Being of about the same age or developmental level.

5. A guidance technique of removing a child from the group for a brief period to stop aggressive or disruptive behavior.

6. Boundaries, both physical and verbal, which help to guide behavior.

8. Used to strengthen a behavior. Examples include attention, praise, or getting to do a favorite activity.

10. The goal of behavior when the child strives to obtain control over a person or situation. Identified by Dreikurs.

12. A guidance technique in which the adult suggests an alternate activity which is likely to promote more desirable behavior in a child.

13. Flexible schedules are helpful in planning for the best use of this resource.

15. Children learn this system of communication by listening, talking, and experiencing.

16. The inability to view a scene or situation from another's point of view.

17. The act of relating in a mutual way with another person or the environment.

19. An internal belief about the difference between right and wrong.

22. Guidance which tries to change or control children's behavior. The most successful type leads to self-control and self-reliance.

23. The periods of time between activities which must be planned to achieve smooth change of activities.

25. Hurtful or aggresssive.

Down

1. Guidelines for behavior. (A few important ones are more helpful than too many.)

3. Feelings.

4. To stop a behavior by making it less rewarding or pleasant.

7. Guidance through arrangement of the environment and other nonverbal means.

9. Behavior which has a purpose. An example is aggression to get a desired toy.

11. Dreikurs identified this goal of behavior. Its purpose is to get back at someone.

14. A negative form of discipline which is physically or emotionally uncomfortable.

18. Regular time schedules.

20. One goal of behavior in which the child tries to attract notice. Identified by Dreikurs.

21. Physical area.

22. A guidance technique in which the child's attention is drawn to a more desirable object or event.

24. The results of an action or behavior.

26. Caregiver's behavior which provides a pattern for children's behavior.

31. The ability to mentally store and recall what has been said or done in the past.

164

Across

27. To rephrase or repeat back a child's words. This guidance technique reassures the chil she/he is understood. It also helps the child think through emotions or actions.

28. This type of guidance is the most helpful. The opposite of negative.

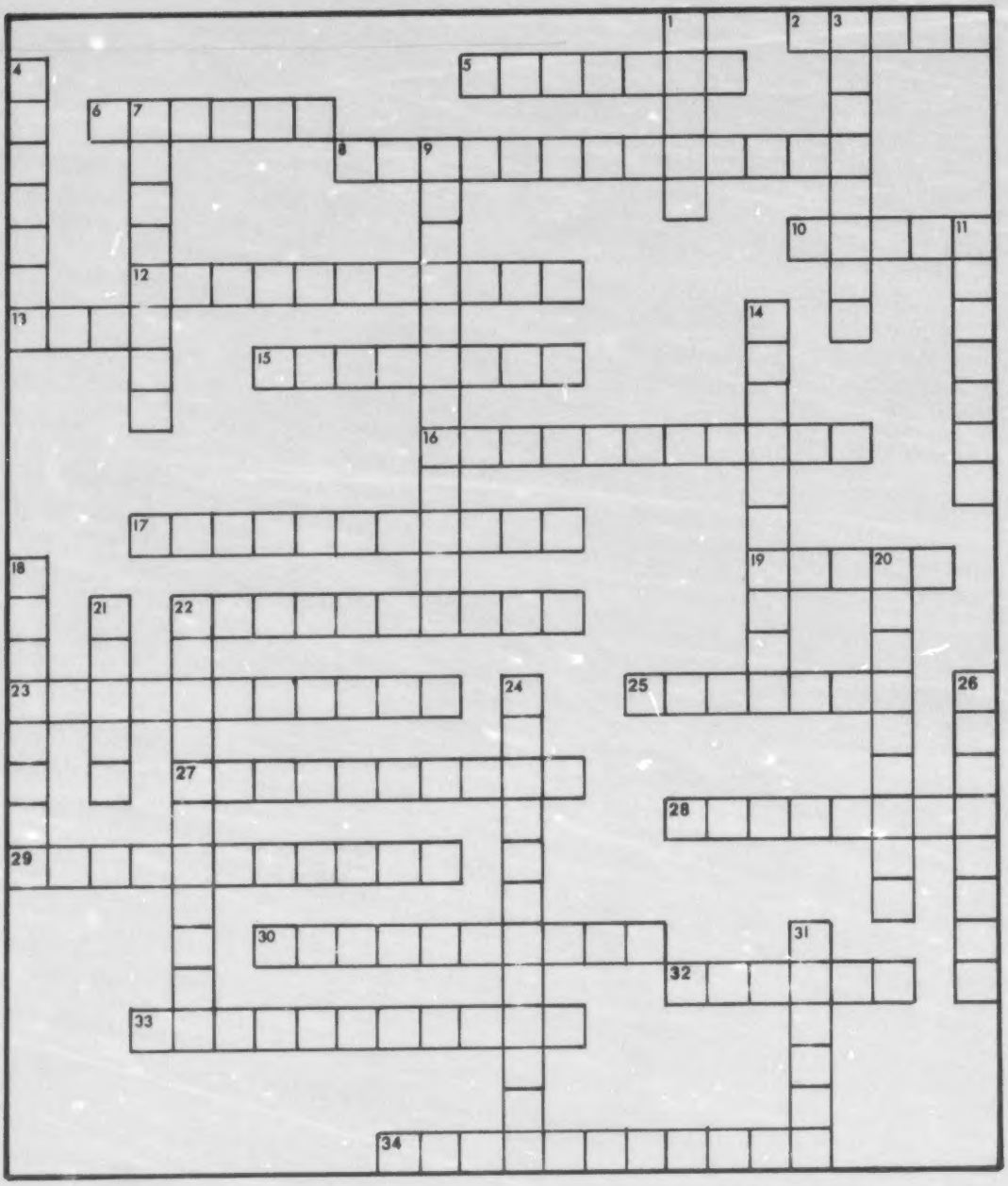
29. Inner discipline, the ability to behave in an acceptable way without outer restrictions.

30. A feeling of children which results from inappropriate guidance.

32. This type of guidance influences behavior by dealing specifically with the child.

33. Includes the physical and emotional surroundings.

34. When caregivers act with this, children feel more secure because they know what to expect. This is the quality of sameness which should be a part of the routine, as well as the caregiver's reactions.



166

EXPERIENCE PLAN

Topic: _____ *Approximate age(s)* _____
Purpose: _____
Child(ren) who might be involved: _____
Materials: _____
Introduction: _____

Caregiver's Role:

Anticipated Child(ren)'s Role:

Results:

EXPERIENCE PLAN

Topic: _____ *Approximate age(s)* _____
Purpose: _____
Child(ren) who might be involved: _____
Materials: _____
Introduction: _____

Caregiver's Role:

Anticipated Child(ren)'s Role:

Results:

Caregivers in Space

You are a member of a group of child caregivers on your way to a moon colony to work in the Lunar Tots Child Care Center. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the child care center. During landing, much of the equipment aboard was damaged and, since survival depends on reaching the child care center, the most critical items available must be chosen for the 200 mile trip. Below are listed 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance in allowing your crew to reach safety. Place a number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important. You have 15 minutes to complete this task.

RANK	ITEM	SCORE
_____	A. Box of matches	_____
_____	B. Food concentrate	_____
_____	C. 50 feet of nylon rope	_____
_____	D. Parachute silk	_____
_____	E. Portable heating unit	_____
_____	F. Two .45 caliber pistols	_____
_____	G. One case of dehydrated milk	_____
_____	H. Two 100 pound tanks of oxygen	_____
_____	I. Stellar map of moon's constellations	_____
_____	J. Life raft	_____
_____	K. Magnetic compass	_____
_____	L. Five gallons of water	_____
_____	M. Signal flares	_____
_____	N. First aid kit containing injection needles	_____
_____	O. Solar-powered FM receiver-transmitter	_____
	TOTAL SCORE	_____

168

Answer Key: Caregivers in Space

CORRECT RANK	ITEM	REASONS
15	A. Box of matches	No oxygen
4	B. Food concentrate	Can live for some time without food
6	C. 50 feet of nylon rope	For travel over rough terrain
8	D. Parachute silk	For carrying
13	E. Portable heating unit	Lighted side of moon is hot
11	F. Two .45 caliber pistols	Some use for propulsion
12	G. One case dehydrated milk	Needs water
1	H. Two 100 pound tanks of oxygen	No air on moon
3	I. Stellar map of moon's constellations	Needed for navigation
9	J. Life raft	Some value for shelter or carrying
14	K. Magnetic compass	Moon's magnetic field is different from earth's
2	L. Five gallons of water	Can't live long without
10	M. Signal flares	No oxygen
7	N. First aid kit containing injection needles	Might use first aid kit but injection needles of no use
5	O. Solar-powered FM receiver-transmitter	Communication

SCORING: Compare the correct rank to the rank you gave each item. Your score for each item is the difference between these two ranks. For example, if you ranked matches as 1, then the difference between this and the correct score of 15 is 4. Write down the 4 as the score for that item. Total your score. The lower your score, the better your chances for survival.

Positive Conflict Resolution

Caregivers can:

- Provide an environment that does not foster conflicts.
- Give children a chance to solve the problem themselves first.
- Help children use words to express feelings and to tell what they want.
- Suggest that children make a trade.
- Let chance decide. Draw straws or flip a coin.
- Distract or redirect children from the conflict situation if appropriate.

- Talk with children about the conflict situations in which they are involved.
- Help children see that there are many possible ways to solve a problem.
- Involve children in joint problem solving games or activities.

Changing Undesirable Behaviors

UNDESIRABLE BEHAVIOR	POSSIBLE CAUSES	YOU WOULD NOT	POSSIBLE SOLUTIONS
1. Biting			
2. Hitting			
3. Pushing/Shoving			

171

172

UNDESIRABLE BEHAVIOR	POSSIBLE CAUSES	YOU WOULD NOT	POSSIBLE SOLUTIONS
4. Destroying property			
5. Not sharing			
6. Using bad language			

UNDESIRABLE BEHAVIOR	POSSIBLE CAUSES	YOU WOULD NOT	POSSIBLE SOLUTIONS
7. Using a comfort habit to excess (thumb sucking)			
8. Having frequent toileting accidents			
9. Exploring genitals frequently			

UNDESIRABLE BEHAVIOR	POSSIBLE CAUSES	YOU WOULD NOT	POSSIBLE SOLUTIONS
10. Showing an unusual fear			
11. Taking things away from other children or taking things home from the center			
12. Whining excessively			

UNDESIRABLE BEHAVIOR	POSSIBLE CAUSES	YOU WOULD NOT	POSSIBLE SOLUTIONS
13. Tattling			
14.			
15.			

Learning To Toilet

READY

Before 18 months of age the child's elimination was automatic. Now, she stays dry longer. She is naturally curious and busy learning new words, a good time to introduce toileting words and behaviors.

She enjoys imitating. By watching adults or older children, she will become familiar with the bathroom and potty. She can talk about it. If she wants, she can practice sitting on the potty. Encourage her without pressure.

She will learn that her body produces bowel movements and urine. Clothing is now easier for her to manage.

SET

The child becomes aware of body feelings preceding elimination. When this happens, around age two, she is ready for encouragement to use her potty. Let her know what is expected. She can practice toileting a doll. This is a good time to begin wearing training pants.

It is important to praise the child's toileting successes. She feels pride in her efforts. Shaming the child who has an accident causes her to focus on failure. She will feel negatively about herself and the task.

Learning to toilet is an individual process. Each child will progress at an individual rate and respond to different approaches.

GO

A child is fully independent when she can toilet all alone. She can manage to use the toilet regularly without being told and without help.

181

Terms and Definitions

Glossary of Terms

assumption
Personal belief or opinion.

conceptual tempos
Typical response pattern or rhythms identified by Jerome Kagan. The two conceptual tempos Kagan explored were reflective and impulsive.

direct guidance
Direct words or actions that promote or change children's behavior.

discipline
Guidance to help children develop self-control, independence, and decision-making skills.

egocentrism
An interest in things concerning the self. Young children are naturally egocentric. Their thinking centers around the way they understand the world in relation to themselves.

eidetic imagery
Special memory ability also called photographic memory. A person with eidetic imagery can retain and recall vivid details of what is seen.

environment
The physical setting and emotional conditions surrounding a person.

extinction
To make inactive or non-existent. In behavioral terms, to make behavior inactive.

foundation
The basis for an assumption or opinion. In guidance, foundations include the goals for behavior, and the reasons specific goals are thought to be important.

goals
Behaviors which caregivers want to develop within each child.

guidance
Direct and indirect words, actions, and environment which influence behavior.

impulsive
One type of conceptual tempo identified by Jerome Kagan. Impulsive tempo is indicated by rapid completion of certain test items, without concern about the correctness of responses.

indirect guidance
Environmental influences on behavior.

inductive guidance
Helping children think and reason about their behavior. Inductive guidance leads children to consider why some behaviors are more desirable than others.

logical consequences
A guidance technique in which undesirable behavior is followed by a consequence directly related to the behavior.

long-term guidance
Guidance aimed at a change in behavior. For example the development of self-control over a period of time.

long-term memory
The part of the memory where information is retained over a period of time.

moral development
The process of learning to value and live according to a set of principles which guide human interactions.

negative reinforcement
The removal or reduction of an unpleasnat event or action that causes the preceding behavior to decrease.

perception
The way in which information is received and interpreted by the senses.

positive reinforcement
Recognition for desirable behavior.

prosocial behaviors
Behaviors such as cooperation, helping, or sharing which are done for the benefit of others.

punishment
Penalty for an undesirable behavior.

recall
The process of consciously remembering items stored in long-term memory. Items remembered are not present.

recognition
The memory process involving identification of stimulus previously experienced. Items to be identified are present.

reflective
One type of conceptual tempo identified by Jerome Kagan. A reflective tempo is indicated when a child takes his time to consider each possible answer to certain test questions.

self-concept
The image or view a person has of the self.

self-control
The ability to consciously determine one's own behavior.

short-term guidance
Guidance aimed at dealing with specific, immediate actions or activities.

short-term memory
The part of the memory where information is stored for a few minutes. Information in the short-term memory is either forgotten or transferred to the long-term memory.

social conventions
Values or rules accepted by a social group.

traffic flow
The movement of people in and out of an area.

transitions
The periods between major blocks of time or activities.

verbal guidance
The use of words to guide behavior.

Glossary of Terms Test

DIRECTIONS

For items 1-20, select the letter of the phrase which best completes the statement. Place the letter in the blank next to the statement. Choose only one answer for each item.

1. _____ Physical and emotional surroundings are also known as
   A. the foundation for behavior.
   B. the environment.
   C. assumptions.
   D. conceptual tempo.

2. _____ Guidance includes
   A. direct actions which influence behavior.
   B. indirect words and actions which influence behavior.
   C. indirect and direct influences on behavior.
   D. direct words which influence behavior.

3. _____ The goals of discipline include
   A. self-control, decision-making skills, and independence.
   B. decision-making skills, dependence, flexibility.
   C. self-control, inflexibility, decision-making skills.
   D. dependence, inflexibility, self-control.

4. _____ Typical response patterns identified by Jerome Kagan are known as
   A. conceptual tempo.
   B. concept identification.
   C. relative tempo.
   D. eidetic identification.

5. _____ In very young children, egocentrism is
   A. absent.
   B. minimal.
   C. natural.
   D. abnormal.

6. _____ The process of making behavior inactive is known as
   A. extortion.
   B. extraction.
   C. extrication.
   D. extinction.

7. _____ Eidetic imagery is also known as
   A. reflective imagery.
   B. inductive imagery.
   C. photographic memory
   D. short-term memory.

8. _____ Values or rules accepted by a group of people are
   A. prosocial behaviors.
   B. foundations.
   C. transitions.
   D. social conventions.

9. _____ The idea that "children should be seen and not heard" is
   A. an assumption.
   B. a foundation.
   C. a social law.
   D. a premise.

10. _____ When a caregiver decides on a desired behavior for a child, the caregiver is
   A. practicing indirect guidance.
   B. setting a goal.
   C. practicing direct guidance.
   D. examining assumptions.

11. _____ The terms *reflective* and *impulsive* describe
   A. eidetic imagery.
   B. inductive guidance.
   C. prosocial behaviors.
   D. conceptual tempos.

12. _____ Prosocial behaviors
   A. are developed best by indirect guidance.
   B. are developed best by direct guidance.
   C. are done for the benefit of others.
   D. include the ability to consciously decide what is best for oneself.

13. _____ The movement of people in and out of an area is known as
   A. a transition.
   B. traffic flow.
   C. tempo.
   D. long-term guidance.

14. _____ The part of the memory where information is stored before being transferred into more permanent memory is the
   A. eidetic memory.
   B. photographic memory.
   C. perceptual memory.
   D. short-term memory.

15. _____ Discipline means
   A. a penalty for an undesirable behavior.
   B. guidance to develop desirable behavior.
   C. direct guidance.
   D. extinction of undesirable behavior.

16. _____ Punishment means
    A. a penalty for an undesirable behavior.
    B. guidance to develop desirable behavior.
    C. direct guidance.
    D. extinction of undesirable behavior.

17. _____ Perception is
    A. the way the senses detect and interpret information.
    B. rec gnition for desirable behavior.
    C. the removal or reduction of an unpleasant event or action.
    D. to make inactive or nonexistent.

18. _____ Helping children think and reason about their behavior is part of
    A. indirect guidance.
    B. inductive guidance.
    C. positive reinforcement.
    D. direct guidance.

19. _____ The development of a behavior such as self-control requires
    A. long-term guidance.
    B. short-term guidance.
    C. punishment.
    D. moral development.

20. _____ Positive reinforcement is
    A. removing discomfort.
    B. a penalty for undesirable behavior.
    C. recognition for desirable behavior.
    D. aimed only at a long-term change in behavior.

Answer Keys

UNIT I TEST	UNIT II TEST	UNIT III TEST
1. D	1. D	1. D
2. C	2. B	2. C
3. A	3. B	3. A
4. B	4. B	4. C
5. A	5. B	5. A
6. B	6. C	6. D
7. C	7. A	7. B
8. B	8. C	8. A
9. A	9. B	9. D
10. D	10. A	10. D
11. B	11. A	11. C
12. C	12. D	12. A
	13. C	13. C
	14. A	14. B
	15. B	15. B
	16. D	16. B
	17. B	17. C
	18. A	18. A
	19. D	19. C
	20. C	20. C
	21. B	21. B
	22. C	22. D

UNIT IV TEST

1. C
2. D
3. B
4. A
5. B
6. C
7. A
8. C
9. A
10. B
11. A
12. B
13. C
14. A
15. B
16. B
17. B
18. D
19. B
20. A
21. B
22. B

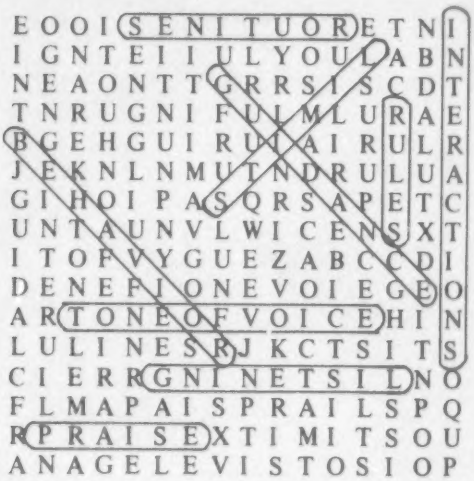
UNIT V TEST

1. B
2. C
3. A
4. A
5. B
6. D
7. B
8. C
9. C
10. A
11. D
12. B
13. B
14. A
15. B
16. B
17. C
18. A
19. D
20. D
21. C
22. A

GLOSSARY TEST

1. B
2. C
3. A
4. A
5. C
6. D
7. C
8. D
9. A
10. B
11. D
12. C
13. B
14. D
15. B
16. A
17. A
18. B
19. A
20. C

Handout 18 - Answer Key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G I H O I P A S Q R S A P E T C
U N T A U N V L W I C E N S X T
I T O F V Y G U E Z A B C C D I
D E N E F I O N E V O I E G E O
A R T O N E O F V O I C E H I N
L U L I N E S R J K C T S I T S
C I E R R G N I N E T S I L N O
F L M A P A I S P R A I L S P Q
R P R A I S E X T I M I T S O U
A N A G E L E V I S T O S I O P

Handout 27 - Answer Key

Across

2. peers
5. timeout
6. limits
8. reinforcement
10. power
12. redirection
13. time
15. language
16. egocentrism
17. interaction
19. moral
22. discipline
23. transitions
25. hostile
27. reflecting
28. positive
29. selfcontrol
30. inadequacy
32. direct
33. environment
34. consistency

Down

1. rules
3. emotions
4. inhibit
7. indirect
9. instrumental
11. revenge
14. punishment
18. routines
20. attention
21. space
22. distraction
24. consequences
26. modeling
31. memory

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KEY		
pb	=	paperback
hb	=	hardback
GL	=	reading grade level
SBF	=	sex bias free text and illustrations
SB	=	evidence of sex bias in text or illustrations

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High/Scope Educational Research Foundation. *The Block Area*. Ypsilanti, MI: High/Scope Educational Research Foundation. (set of five filmstrips and tape; $120.00; $13.00 rental)

High/Scope Educational Research Foundation. *Classroom Structure and Equipment*. Ypsilanti, MI: High/Scope Educational Research Foundation. (16mm film; $175.00; $16.00 rental)

High/Scope Educational Research Foundation. *Guidelines for Evaluating Activities. Contrasting Teaching Styles: Circle Time*. Ypsilanti, MI: High/Scope Educational Research Foundation. (16mm film; $210.00; $18.00 rental)

High/Scope Educational Research Foundation. *Helping Children Make Choices and Decisions*. Ypsilanti, MI: High/Scope Educational Research Foundation. (16mm film series; $210.00 each film; $18.00 rental each film)

High/Scope Educational Research Foundation. *Supporting Communication Among Preschoolers*. Ypsilanti, MI: High/Scope Educational Research Foundation. (16mm film series; $450.00; $31.00 rental)

Impact of the Classroom Environment on Child Development. Belmont, CA: Davidson Films. (16mm film; $800.00; $40.00 rental; $250.00 videotape)

Moral Judgment and Reasoning. Del Mar, CA: CRM/McGraw-Hill Films, 1978. (16mm film; $350.00; $39.00 rental; $365.00 videodisc)

Outdoor Play . . . A Motivating Force for Learning. Tuckahoe, NY: Campus Film Distributors, 1973. (16mm film; $260.00; $30.00 rental)

Positive Discipline: Theory and Practice. Rolling Hills Estates, CA: B.L. Winch and Associates. (filmstrip/cassette; $69.95)

Setting the Stage for Learning. Los Angeles, CA: Churchill Films, 1966. (16mm film; $205.00)

Setting Up a Room: Creating an Environment for Learning. Tuckahoe, NY: Campus Film Distributors. (16mm film; $175.00; $25.00 rental)

Texas Department of Human Resources. *Classroom Management.* Austin, TX: Texas Department of Human Resources. (slide/cassette series; $300.00)

Publishers and Audiovisuals List

American Guidance Service
Publisher's Building
Circle Pines, MN 55014

Association for Childhood Education International
3615 Wisconsin Avenue NW
Washington, DC 20016

Brigham Young University Press
205 University Press Building
Provo, UT 84602

Campus Film Distributors
24 Depot Square
Tuckahoe, NY 10707

Churchill Films
662 North Robertson Blvd.
Los Angeles, CA 90069

CRM/McGraw-Hill Films
110 Fifteenth Street
Del Mar, CA 92014

Davidson Film
850 O'Neill Avenue
Belmont, CA 94002

Delacorte Press
245 East 47th Street
New York, NY 10017

Delmar Publishers
50 Wolf Road
Albany, NY 12205

Denison
9601 Newton Avenue
Minneapolis, MN 55431

Doubleday & Co., Inc.
501 Franklin Avenue
Garden City, NY 11530

E.P. Dutton
2 Park Avenue
New York, NY 10016

Ferguson-Florissant School District
655 January Avenue
Ferguson, MO 63135

Harcourt Brace Jovanovich
757 Third Avenue
New York, NY 10017

Harper & Row
10 E. 53rd Street
New York, NY 10022

D.C. Heath
125 Spring Street
Lexington, MA 02173

The High/Scope Press
600 North River Street
Ypsilanti, MI 48197

Houghton-Mifflin
2 Park Street
Boston, MA 02107

Humanics, Ltd.
Box 7447
Atlanta, GA 30309

Journal Films
930 Pitner Avenue
Evanston, IL 60202

Little, Brown & Co.
34 Beacon Street
Boston, MA 02106

Macmillan
866 Third Avenue
New York, NY 10022

Mayfield
285 Hamilton Avenue
Palo Alto, CA 94301

McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, NY 10020

David McKay Co.
2 Park Avenue
New York, NY 10016

Media Guild
526 Sorrento Valley Road
Suite J
San Diego, CA 92121

Charles E. Merrill
P.O. Box 508
Columbus, OH 43216

C.V. Mosby Co.
11830 Westline Industrial Drive
St. Louis, MO 63141

New American Library
1633 Broadway
New York, NY 10019

National Association for the Education of Young Children
1834 Connecticut Avenue NW
Washington, DC 20009

O'Sullivan, Woodside & Co.
2218 East Magnolia
Phoeniz, AZ 85034

Parenting Press
7750 31st Avenue
Seattle, WA 98115

Partner Press
Box 124
Livonia, MI 48152

Pitman Learning
6 Davis Drive
Belmont, CA 94002

Prentice-Hall
Englewood Cliffs, NJ 07632

RDIC Publications
Box 3118
Boulder, CO 80307

Research Press
Box 3177
Champaign, IL 61820

Charles Scribner's
597 Fifth Avenue
New York, NY 10017

Syracuse University Press
1011 East Water Street
Syracuse, NY 13210

Teaching Strategies
3134 19th Street NW
Washington, DC 20010

Teachers College Press
Columbia University
81 Adams Drive
Totowa, NJ 07512

Texas Department of
Human Resources
Child Development Program
P.O. Box 2960
Austin, TX 78769

Toys 'n Things
906 North Dale
St. Paul, MN 55103

University of Wisconsin Center
for Architecture and Urban
Planning Research
P.O. Box 413
Milwaukee, WI 53201

University of Illinois Film
Center
1325 South Oak Street
Champaign, IL 61820

University Park Press
300 North Charles Street
Baltimore, MD 21201

D. Van Nostrand Co.
135 West 50th Street
New York, NY 10020

Wadsworth
10 Davis Drive
Belmont, CA 94002

B.L. Winch
45 Hitching Post Drive
Building 2
Rolling Hills Estates, CA 90274